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ABSTRACT

The program for school media services in the Des Moines Independent Community School District is a combination of individual building media center programs and the district support services for these PK-12 programs, and its purpose is to ensure that students and staff have access to and are effective users of information. The district or central media services center supplements the building centers as well as providing services for teachers and administrators on a district wide basis. This report includes: (1) a context evaluation which covers the history of media services, policies, standards, current services involving audiovisual aids and other educational equipment, COLLAGE (teacher made materials), and program needs and goals; (2) an input evaluation of the central office and building budgets; (3) a process evaluation including goals and objectives for 1990-1991, job descriptions for the director and managers, inservice and professional development, and program management; (4) a product evaluation of library services and instructional materials, educational media repair service, production and graphics, building media centers, outcomes, and adherence to standards; and (5) a brief statement of future plans. The 11 appendices, which constitute almost half of the report, include excerpts from various local and state policy and procedure manuals as well as the table of contents and preface of "Information Power." Also included are a COLLAGE survey form for 1990 and a check in/out form. (DB)

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MEDIA SERVICES

Program Evaluation

Edwin W. Richardson
Director, Media Services

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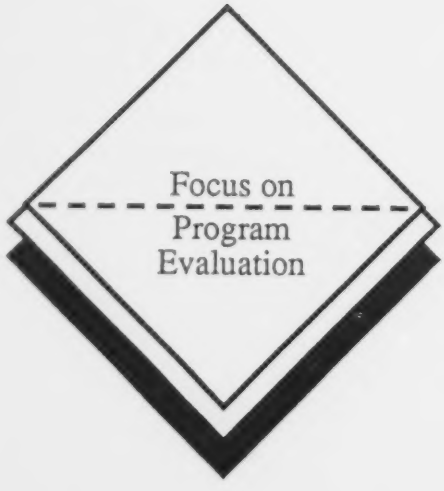

MEDIA SERVICES
EVALUATION ABSTRACT

PROGRAM DESCRIPTION
Media Services is a combination of individual building media center programs and the district support services for these programs. The district or central media services center supplements the building centers as well as providing services for teachers and administrators on a district-wide basis. These services include audiovisual equipment repair; aid in preparation of audio or video programs and graphics for instruction and information; advice, materials, and machines for making teaching aids; and support in selection, ordering, and processing of library books and materials for the schools. Also provided are the inter-school mail delivery; pick-up and return of equipment to be repaired; delivery of loan equipment to schools and for meetings; help in selection, inventory, and delivery of new and replacement audiovisual equipment; and assistance to the schools in the operation of their library media programs.

BUDGET
The 1990-91 central media services budget of $501,271 is divided into $345,576 for salaries and $155,695 for materials and purchased services. $117,181 of the $155,695 is provided to schools, teachers, or administrators. This is done through the use of COLLAGE (the laboratory type facility for district personnel to make instructional aids) in materials used by them, through Library Services in supplies, and through replacement equipment. The balance is used by Media Services to purchase other support materials. The total building budgets for media staff and materials was $1,270,274. The budgets for media services staff totaled $1,134,519. The materials budget, as set by the individual principals, was $135,755. The combined budgets for central and building expenditures total $1,771,545. All salary figures are exclusive of benefits.

STAFFING
Central salaries include 1 director, 4 section managers, 1 media production specialist, 1 part-time graphic artist, 2-1/2 repair technicians, 1 secretary, 3 clerical workers, 3 part-time COLLAGE assistants, and a delivery driver. Building salaries include 17 certified media specialists, 32 elementary library associates, 5 secondary media associates, 6 high school library clerks, and 8 to 12 part-time textbook employees. The total number of employees is 71.0 full-time equivalents.

THE ROLE OF MEDIA SERVICES
The media program exists to ensure that students and staff have access to, and are effective users of, ideas and information. In keeping with site-based management and decentralized budgets, central media services is limited to advising, demonstrating, encouraging, and assisting the media persons in the buildings. However, central media services offers a number of activities and procedures which enhance the schools' program operations in the areas of media. Improvement of the media program on a district-wide basis is dependent upon the degree of involvement the buildings choose. Limited district "seed funding" to the schools has brought about some district-wide

program changes, such as the introduction of computerized circulation into Lincoln High School, McCombs Middle School and Adams Elementary School (the success of which has encouraged other schools to find ways to obtain a system). The director and the library services manager both work directly with the personnel operating the building media program and hold regular meetings with these personnel to provide in-service for them in the areas of program and procedures. Secondary media centers are staffed by certified media specialists, but elementary media centers are staffed by library associates, individuals who are not professionally certified, and some of these serve in more than one building or more than one role, leaving half of the buildings without a full-time media staff.

OUTCOMES

The use of the central media center increases each year. However, building budgets and programs haven't increased. There has been no growth in staffing in buildings for the past ten years, and except for a 4-year supplementary central funding in 1984-87 of $250,000 per year, expenditures have either been static or declined. Therefore, buildings look to central media services to help where they have declined.

The building media personnel do a tremendous job working with students within the limitations of staff and materials which they have, but the need exceeds their capabilities. Based on the experiences of other districts, full-time certified media specialists at the elementary level could increase the materials utilization and improve the students' knowledge of research skills immeasurably. Clerical help at the middle school would enable the media specialist to work more with students.

FUTURE PLANS

Based on their knowledge of the present programs compared to past suggested standards and the new State of Iowa Standards for Schools, the director and the certified media staff have identified needs. They are recognition of the importance of media programs; certified personnel in elementary libraries; more funds per student for materials; expanded, updated facilities (space) and equipment (computers and furniture) for libraries; and an equipment replacement cycle. Plans for the future must focus on determining the correct needs.

However, the new state standards may be the most important element in determining future plans. Therefore, the immediate plans are to determine the building and district media program needs in relation to those standards, assign priorities to those needs, develop a program for the buildings, implement the plan, evaluate its effectiveness, and make appropriate adjustments.

Any success of these plans will also address some of the previously identified needs or change their priority, and also identify the impact that a quality media program can have on the teaching and learning process.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Public Schools, 1800 Grand Avenue, Des Moines IA 50309-3399. Telephone: 515/242-7839

MEDIA SERVICES
PRE-SCHOOL THROUGH GRADE 12

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
Des Moines, Iowa 50309-3399

January 3, 1991

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DES MOINES, IOWA

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

RESPONSIBILITY STATEMENT

The Media Services staff will support all district employees in providing a quality educational program through services, materials, equipment, and expertise to a diverse community of students where all are expected to learn, and will especially assist the teaching and learning process, through media, in an effort to ensure this for all Des Moines Independent Community School District students.

CONTEXT EVALUATION

HISTORY OF MEDIA SERVICES

Media Services began in 1946 and a film library was added in 1947 under the Curriculum Development and AV Education Department. A professional or curriculum library was apparently started at the same time. Although high schools had libraries and librarians dating back to the 1920s, Library Services was begun as a department in 1958 with the hiring of the first director. Centralized budgeting, central ordering and processing, elementary libraries, and junior high libraries were all begun in 1958 and 1959. By 1961 there were ten non-professional library associates working in sixty elementary libraries and a librarian in each junior high school. In 1962 the libraries' director became responsible for the Instructional Media Department and remained so until her resignation in 1967.

A new Supervisor of Instructional Media was appointed at that time and the new Director of Library Services was appointed in January 1968. The year of 1968-1969 saw the extension of central processing to the high schools, the purchase of pre-processed books whenever possible, and the employment of teacher-librarians as planning time teachers in elementary. This program was discontinued due to the high cost. Therefore, the elementary schools have continued to operate with non-professional library associates. The number of elementary schools has declined to forty-two and the number of associates increased from the original ten to the present level of thirty-two, either on a full-time or part-time basis. This ratio may change with the advent of the new elementary staffing point system, which allows a building to choose to use their points for types of personnel to fit their specific program needs.

Between 1947 and 1976 the main thrust of the media department was the circulation of materials, primarily 16 mm films, to teachers, but there was always involvement in selection of materials and equipment and in-service for teachers in the best utilization of them. During most of this time there was daily delivery of films, mail, and equipment to the schools, but is now twice-a-week.

In 1968 and 1969, and continuing to the present, repair services for the audio-visual and television equipment was added to the department's responsibilities and quickly became an important and cost-effective service. In 1983 this department was given the responsibility for the distribution and maintenance of microcomputers and operated this service until the fall of 1989 when it was reassigned to the Supervisor of Business Education.

In the early 1970s centralized budgets were lowered and/or redistributed to the schools, making it financially difficult to maintain a 16 mm film library. At this same time, Area Education Agency 11 was formed, including a large film library, and the ability to use their films led to the discontinuance of the district film library. It was sold in 1976, at the same time that Library Services and Instructional Media were merged into one department at Harding Middle School.

In 1974, a laboratory and a graphic arts section were established for teachers and administrators to use in producing or enhancing their instructional materials. The motto of this service was, "Helping teachers help themselves."

This laboratory has evolved into what is now called **COLLAGE**, an acronym for "**C**reating **O**ptions for **L**earning, **L**istening, **A**nd **G**rowing **E**ducationally," and the graphics section is now known as Media Production, both very busy parts of Media Services.

To emphasize the close connection of library and audiovisual materials and services to curriculum and instruction, the merged department was renamed the Curriculum Service Center. The Curriculum Service Center operated under the joint management of the supervisor and director until the reassignment of the Instructional Media Supervisor to Supervisor of Staff Development in 1978.

During the 1980s the library media program saw many changes. Microcomputers became available in some building media centers and Library Services added a computer for cataloging (Library Services now uses five different computers for their ordering, processing, circulation, and reference). A district staff reduction caused the loss of two media specialist positions. A Manager of Library Services was appointed and this person instituted program improvement projects such as library skills development, circulation of professional journals and articles, re-institution of a preview library, and formal evaluation and "weeding" of school libraries. The LIBRARY MEDIA HANDBOOK, containing all the suggested operational procedures and instructions for building media personnel was compiled and distributed to all principals and media centers.

Also during the 1980s, several workshops featuring nationally recognized leaders in the media field were provided on library programs; a district library advisory committee was formed; and a special funding project to improve building collections, of $250,000 a year, was instituted and ran for four years. On-line information searches were piloted in some of the high schools; a few of the libraries began using computers for circulation control; and each high school attendance center participated in a computerized card catalog project which combines all of their materials holdings plus six other area high schools' and Heartland Area Education Agency's collection.

In 1985, the Curriculum Service Center was moved to Central Campus, with the utilization of its services increasing every year. COLLAGE, for example, has shown a growth of 100% in the five years.

POLICIES, STANDARDS, AND REGULATIONS

There are several policies and standards which apply to media program operations in the Des Moines School District. The most pertinent ones are listed here with a synopsis of them and their locations in this document:

POLICIES

BOARD OF EDUCATION POLICY MANUAL, Policies 607 & 608, *Appendix A.*

These are the official policies which establish the basic selection of, and operation of, materials collections and the policy for requesting reconsideration of selected materials.

ADMINISTRATIVE PROCEDURES MANUAL, Policy 607, *Appendix B.*

These are the detailed procedures for the administration of the selection of materials and operation of materials collections, including the specific procedures for handling requests for reconsideration of materials.

LIBRARY MEDIA HANDBOOK, (Table of Contents) *Appendix C.*

This is a true handbook containing all of the information currently in print about the Des Moines Independent Community School District's practices and procedures for operating a school media center. It includes sample order forms, directions, and suggestions to help building personnel.

MANUAL OF POLICIES AND PROCEDURES FOR SECONDARY SCHOOLS, Section 111, *Appendix D.*

This manual for secondary principals and teachers contains a specific section devoted to the basic description of the role of a media center.

MANUAL OF POLICIES, PRACTICES, AND PROCEDURES FOR ELEMENTARY SCHOOLS, Section 612.29, *Appendix E.*

This is the elementary manual which contains a specific section on the role and operation of a media center in elementary buildings.

STANDARDS

State of Iowa Standards for Schools, 12.5(22) School Media Center Standards, *Pages 24 & 25.*

These are the only standards which are enforceable by law and are covered in greater detail as indicated above.

PLAN FOR PROGRESS IN THE LIBRARY MEDIA CENTER PK-12, Iowa Department of Education, 1990 (Table of Contents, only), *Appendix F.*

This document is a revision of four earlier ones, which attempts to give quantitative and qualitative guidelines for library media facilities, staff, and programs in Iowa schools.

North Central Association for Accreditation for High Schools, Section 7, Learning Media Services, *Appendix G.*

This section of the evaluation form is used by high schools as a self evaluation form and is also used by the visiting evaluation team. It is both quantitative and qualitative in nature, and failure to meet these standards could lead to a warning by the agency or even loss of the school's accreditation.

INFORMATION POWER, American Association of School Librarians of the American Library Association, Association for Educational Communications and Technology joint standards, Washington, D.C., 1988 (Table of Contents and Preface), *Appendix H.*

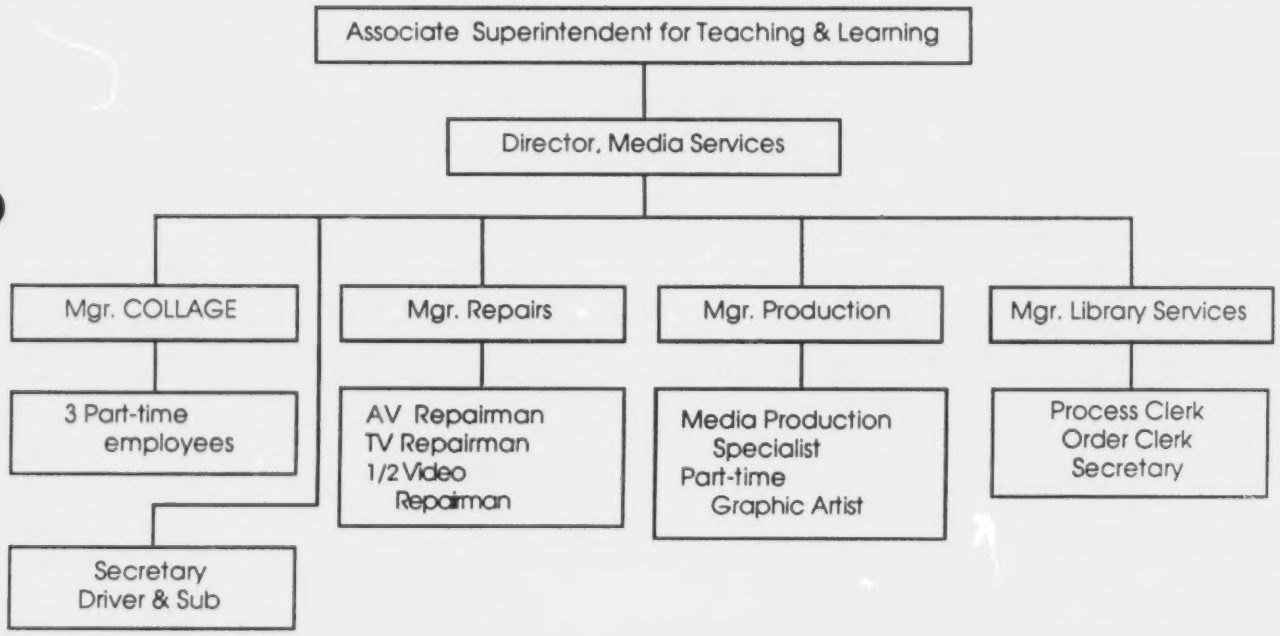
This joint effort of two national professional organizations to establish quantitative and qualitative standards for the establishment and operation of school media programs and facilities. It is considered nationally as the guiding force in the field of school media programs, providing the philosophy and vision which media professionals strive to attain.

CURRENT PROGRAM DESCRIPTION

Media Services is a department of the Teaching and Learning Division, under Associate Superintendent Dr. Raymond Armstrong. The services provided are basically in the area of educational media at two levels: the support of the independent school building programs and a central media services center for the district which provides:

Library book acquisition and library media program assistance (Library Services)
Teacher-made materials (COLLAGE)
Maintenance of audiovisual equipment (Media Repair Service)
Graphics, photography, video production, and brochure design (Production and Graphics)
Selecting and purchasing new equipment, loaning equipment and materials to schools and presenters, delivery of inter-school mail, planning and budgeting, assisting building media personnel, and administration of policies and procedures pertaining to all of the above (Administration)

Organizational Chart



Various media services are actually available from three sources. In addition to the school building centers and the central media services, Heartland Area Education Agency provides several services through its media center. Of the three sources, the building media center is the basic one. This is where the direct student contact and the instructional role begins. Each building media program operates independently with budgeting and supervision under the principal, utilizing the support and direction of the district-wide central media services as is appropriate to them.

The Heartland Area Education Agency Media Center provides a number of important services to the schools in its area, which includes the Des Moines Public Schools. The following list of services and products shows what they provided to the Des Moines Schools during the 1989-90 school year:

1,760	Audio cassettes and programs duplicated
1,818	Square feet of lamination
1,552	Microcomputer programs
14,992	Bulletin board symbols
3,712	Slides duplicated
4,188	Filmstrip frames
221	Vacuum forms
29	Signs
718	Transparencies
12	Iowa Studies kits
4,547	Videotape programs duplicated
4,117	Learning Activity posters
1,272,750	Printing impressions
34,110	16 mm films
427	Multi Media
30,117	Books (classroom collections)
263	Information searches

Services offered by our central media services center, COLLAGE, which are duplications are:

61,257	Square feet of lamination
1,050,000	Bulletin board symbols and letters

Services that COLLAGE provides which are not available at Heartland are:

Spiral plastic book binding
Individual lettering devices for posters and signs
Badge maker
Dry mounting
Rubber stamps and picture files
Enlargement tracing
Bulletin board paper
Construction of pocket charts, flannel boards, magnetic boards, and easels

The purpose of all media programs is to enhance the overall education of each student in developing the skills of locating, retrieving, and utilizing to the optimum whatever information is pertinent to that student's need. To that purpose, each building media program must provide a facility, materials, equipment, and personnel who can teach those skills. In addition, students need to learn to evaluate and select the most accurate, up-to-date, and appropriate information, using critical thinking skills.

With the emphasis on site-based management, no building is required to answer to central media services except to follow certain procedures and policies to obtain particular services. For instance, no school has to order library materials from one particular source or in a certain way, but Library Services has developed procedures, which are continuously updated, and have proven to be the most efficient and cost-effective way to acquire materials. Schools may follow those procedures in order to get the best service.

NEEDS

Based on comparison of the Des Moines Independent Community School District to other metropolitan school districts such as Cedar Rapids, Iowa City, Waterloo, Davenport, and West Des Moines; and comparing to recommended standards put forth by national professional organizations, Des Moines has had significant building needs for a number of years.

The first need, materials budgets adequate to provide new and replacement library media materials, is reflected in the fact that the present district average expenditure of $4.61 per student for materials is below the state average of $8.88 per student. This discrepancy has existed for years except for the four years of supplementary funding between 1984 and 1988. Library materials costs have risen proportionately to other items in the economy, but budgets haven't. Elementary books cost in excess of $10 each, secondary books are nearly $20 each, and magazines average $22 per subscription.

Secondly, compared to other districts and national standards, our staffing of media centers is below average. According to a State of Iowa Department of Education report, the state average of certified media specialists is one per each 677 students. The Des Moines average is one per each 1765 students. The 18 certified staff of Des Moines are assigned to the middle and high school levels, with none serving the elementary schools. This ratio has been slightly better, but a staff reduction in the early 1980s eliminated two positions.

Third, Des Moines has had facility needs, especially in the elementary schools and the older middle schools, since the inception of library media programs at those levels. The beginning of every elementary library facility was the identification of some existing space, usually a classroom, into which was placed shelving, a card catalog, and some tables and chairs. Approximately one-third of those facilities were enlarged and remodeled as regular annual projects, and the new schools built in the 1960s and 1970s included specific library media facilities. All schools were surveyed prior to the present levy for facility improvement, and standards for spaces and equipment were written for elementary, middle, and high school media centers. These standards were based on the best existing facilities in the Des Moines schools, not on state or national standards. Wherever possible, these Des Moines standards are being used to guide the schools and architects in their planning for remodeling. The increase of costs beyond the original estimates is making it very difficult to even meet those modest standards that were established. Therefore, we have a

continuing need for larger, better equipped facilities in approximately one-half of the elementary schools. The middle schools are in better circumstances, with only one needing major improvement. High schools meet minimum needs.

However, to ensure continued quality in all secondary media centers, there is an urgent need for automated circulation systems in all centers and electronic security systems in all the high school centers to reduce the loss of materials.

Although the needs of the central service part of our program are not as pronounced as those of the building programs, each of the sections has had, and continues to have, areas of need which have not been met.

The Administration section has needed, and still needs, a person to assist with the physical handling of equipment being received and loaned. This person would also be responsible for replacement lamp inventory and distribution and similar clerical and operational functions, in lieu of the secretaries and director doing it.

The Media Repair Service section currently needs a new vehicle for the television serviceman and perpetually needs new test equipment to be able to service the always-changing electronics in the equipment they service. They also advocate the institution of a replacement cycle for equipment because of the age, and related frequency of need for repair, of some of the equipment which schools are still trying to use.

The COLLAGE has a continuous need for growth in funding to handle the increase in usage they have experienced in the last five years. The number of teachers using COLLAGE has doubled in the last five years, but the budget allowed for materials and equipment has increased less than ten percent. Perhaps even more significant is their need for some permanent laboratory assistants. This section has been operating with temporary, part-time help since its beginning in 1974.

The Production and Graphics section needs to update and add to their equipment, especially in the areas of photography and video production equipment. This department is in the process of updating their computer graphics capability, but that will be a continuous process, also. The demand for their services has led to the addition of a part-time graphic artist, and demands now indicate that this position should be increased to full-time.

The Library Services section's media specialist/manager is also responsible for the operation of the Central Campus Library and is only a ten-month position. If this person is expected to continue providing leadership and services in the elementary schools, perhaps there should be an adjustment in the assignment. This section is also operating at minimum, or below, clerical staffing level and could increase its production significantly with the addition of a clerical position.

GOALS

Since the end of centralized budgeting, the first and most important goal has been to help the buildings recognize that the library media program should be one of high priority in their schools. To that end, at least four specific in-service opportunities have been offered for building personnel over the last six years, either to teams of administrators, teachers and media persons, or for media persons.

RECENT IMPROVEMENTS

The interest in, and ability of, some of the school library media centers to become involved in modern technology, including multiple uses of computers, is the most significant recent improvement. Beginning with the introduction of the microcomputer into the secondary schools, many media specialists became interested in, and knowledgeable about, various applications of them. It was just a short step to some of the media centers finding ways to equip themselves with microcomputers and applying them to library functions such as circulation, inventory control, and public access catalogs.

The district-wide survey of media centers with subsequent "weeding" and temporary funding for replacement materials in the mid 1980s had a significant impact, which might have been even greater if funding could have been continued at that level. A part of this additional funding in 1984-85 was a grant offered to three schools, one at each level, to acquire and install an automated circulation system. The three successful applicants were Adams Elementary, McCombs Middle School, and Lincoln High School. This project was a catalyst for other schools to find ways to install such systems. Roosevelt High School, Central Campus, Harding Middle School and Studebaker Elementary are among those schools that have.

The six high school attendance centers have had additional experiences with computers which improved their effectiveness in researching materials. In cooperation with the Heartland Area Education Agency, each of these centers has a computerized program named ComCat (Computer Catalog) which consists of the card catalog of twelve area schools' and Heartland Area Education Agency's card catalogs. With this program students and staff can search for materials in a dozen sources, opening opportunities for interlibrary loan. Library media specialists use the information on ComCat for decisions in collection development and cataloging.

INPUT EVALUATION

MEDIA SERVICES BUDGETS - 1990-91

Central Office Budget - Salaries

	Description	Amount
1	Director	$ 50,652
1	Secretary	16,640
1	Library Services Manager	30,855
3	Clerical	45,916
1	COLLAGE Manager	22,407
3	COLLAGE Aides	16,800
1	Production Manager	24,698
1	Production Specialist	19,516
1	Graphic Artist	5,608
1	Repair Manager	32,492
3	Repair Technicians	57,012
1	Driver and 1 Substitute Driver	22,980
	Total Salaries	$345,576

These salaries are for 18-1/2 different people, some of whom work 1/2 time or less, so they are equal to only 15-3/10 full-time equivalents.

Central Office Budget - Materials, Equipment, and Purchased Services

Description	Amount	% to Schools*
Library Book & Magazine Binding	$ 13,163	100%
Library and Office Supplies	8,455	60%
Professional Books and Magazines	8,265	70%
Audiovisual Equipment Repairs	11,685	100%
In-district Mileage	1,558	0%
COLLAGE and Production Supplies	68,709	75%
Printing Supplies and Services	6,173	0%
Audiovisual Materials	6,650	0%
New Equipment (Office and AV)	9,638	0%
Replacement AV Equipment	21,399	100%
Total Materials, Equipment, and Services	$155,695	

* Although the central media services budgets for, and expends, the above funds, a large amount of them go to buildings in services, materials, or equipment, only coming to the central media services for administration. The approximate percentages of each going to the schools is shown.

Building Budgets - Combined Salaries - 1990-91
Media Services Personnel

	Description	Amount
17	Building Library/Media Specialists	$ 595,369
6	High School Library Clerks	89,752
5	Secondary Media Associates	54,096
	Textbook Temporary Help	4,760
32	Elementary Library Associates	390,542
60	Total Building Personnel	$1,134,519

There are 60 actual people filling these positions, but they only constitute 55-9/10 full-time equivalent positions. They also only work 9-1/2 months of the year.

Building Materials Budgets - 1990-91

Description	Amount	Per Pupil
Library Books, Elementary Schools	$ 15,317	
Magazines, Elementary Schools	14,385	
AV Materials, Elementary Schools	4,534	
Total Elementary School Budgets	$ 34,236	$2.22
Library Books, Middle Schools	$ 16,530	
Magazines, Middle Schools	15,350	
AV Materials, Middle Schools	2,650	
Total Middle School Budgets	$ 34,530	$5.30
Library Books, High Schools	$ 39,020	
Magazines, High Schools	21,791	
AV Materials, High Schools	6,178	
Total High School Budgets	$ 66,989	$8.95
Total Materials Budgets, All Levels	$135,755	$4.61

PROCESS EVALUATION

GOALS

In reviewing the buildings' and district's goals, no specific media-related goals by buildings were identified for the year of 1990-91. However, the director and managers wrote, and are monitoring, the following three goals/objectives:

1. To effectively supervise the central Media Services staff and to plan, budget for, administer, and evaluate the overall central media program. (Director)
2. To assist building principals and staff with media services which will enable them to fulfill their building objectives and to help them recognize the importance of building media programs. (Director, Managers, and Staff)
3. To assist Central Office personnel in their contribution to the educational program and the District's mission. (Director, Managers, and Staff)

Monitoring is done jointly by the Director; Manager, Media Repair Service; Manager, COLLAGE; Manager, Media Production; and Manager, Library Services. The following job descriptions describe their basic functions.

ADMINISTRATION

This section consists of the director, one secretary, and the inter-school mail driver. In addition to the regular administrative functions of planning, budgeting, record keeping, and supervision of personnel and programs, this section is responsible for inter-school mail delivery on a twice-a-week basis, which includes the distribution of the loan equipment, the pick-up and return of AV equipment needing repairs, and distribution of replacement projection lamps.

One of the planning functions is the assistance in selection and bidding of new AV equipment. Also, once it has been ordered and received, it must be checked over, processed into property accounting, and delivered to the schools.

Director, Media Services

I. WORKING RELATIONSHIPS:
   A. Reports to: Associate Superintendent for Teaching and Learning
   B. Receives direction and supervision from: Associate Superintendent
   C. Receives guidance and counsel from: Superintendent, Associate Superintendents, and Executive Directors
   D. Provides direction and supervision to: Central Media Services and building staff

II. CHARACTERISTICS OF THE POSITION:
   A. Required experience or training: Master's degree in Media, teaching certificate, knowledge of curriculum, administrative experience or training, and experience as a school media specialist.
   B. Desired experience or training: Graduate courses beyond the

Master's degree in instructional design and curriculum, successful teaching and administrative experiences.

C. Special requirements: Broad understanding of all aspects of instructional materials and their effective utilization.

III. DUTIES AND RESPONSIBILITIES:

A. Curriculum: Assist in planning and developing programs within the framework of the district's policies and philosophy, utilizing instructional materials to the greatest advantage.

B. Instruction: Promote the utilization and development of media centers and programs through in-service meetings and provide guidelines for materials, equipment, facilities, and personnel to enable them.

C. Supervision: Supervise the operations and staff of the central Media Services component, and assist building principals in supervision of their building media programs and personnel.

D. Administration: Be responsible for planning and execution of Media Services' budgets and operations with staff.

E. Public Relations: Maintain a courteous, friendly attitude towards clientele and require the same from staff, promoting Media Services at every opportunity.

MEDIA REPAIR SERVICE

The Media Repair Service consists of the manager and 2-1/2 technicians. They are responsible for keeping the AV and TV equipment in good working order for the school district.

Manager, Media Repair Service

I. WORKING RELATIONSHIPS:

A. Reports to: Director, Media Services

B. Receives direction and supervision from: Director, Media Services

C. Receives guidance and counsel from: Director, Media Services

D. Provides direction and supervision to: AV/TV repair technicians assigned to this area

II. CHARACTERISTICS OF THE POSITION:

A. Required experience or training: High school education, plus special electronic and mechanical training and managerial/ supervisory skills.

B. Desired experience or training: Five years of experience in electronic-mechanical repairs and demonstrated skills in organization and management.

C. Special requirements: Ability to adapt to changes of equipment; ability to manage this service with high degree of success; ability to supervise the personnel under him; ability to cope with criticism from clientele and maintain best possible public relations.

III. DUTIES AND RESPONSIBILITIES:

A. Curriculum: Keep all appropriate equipment working at a level to enhance rather than impair the presentation of the curriculum.

B. Instruction: Assist in preparing and presenting appropriate in-service training on the operation and care of equipment.

C. Supervision: Direct the performance of duties of the personnel under the manager's direction.

D. Administration: Be responsible for the planning and execution of this service including: budget, work scheduling, parts inventory control, record keeping and evaluation of proposed new equipment.

E. Public Relations: Maintain a courteous, friendly attitude towards clientele and require the same from all repair personnel.

COLLAGE

Operated by a full-time manager and three part-time assistants, COLLAGE attempts to serve all district personnel in terms of their creation of instructional materials, visual aids, and classroom enhancements. To accomplish this, a variety of raw materials and appropriate equipment is provided for individuals to use. Although two of the services which are available here are also available at the Heartland Area Education Agency Media Center, one difference is that COLLAGE provides the materials and equipment with the patron providing the labor, while Heartland A.E.A. provides the materials and labor but charges for them. Additional factors are the time it takes to send the work, have it done, and get it back, versus going to COLLAGE and doing it the same day, plus the advantage of being able to design the product from the multitude of materials and make it on the spot.

COLLAGE Manager

I. WORKING RELATIONSHIPS:

A. Reports to: Director, Media Services

B. Receives direction and supervision from: Director, Media Services

C. Receives guidance and counsel from: Director, Media Services; subject area supervisors

D. Provides direction and supervision to: Laboratory assistants

II. CHARACTERISTICS OF THE POSITION:

A. Required experience or training: High school education; on-the-job training on special equipment and techniques; successful experience in a service occupation demonstrating creative ability.

B. Desired experience or training: Basic art education courses or graphics training.

C. Special requirements: Management and supervisory skills; ability to take and give directions; ability to work well with administrators, teachers and associates; ability to interpret needs of clientele to produce a product.

III. DUTIES AND RESPONSIBILITIES:
A. Curriculum: Help teachers create teaching aids or materials.
B. Instruction: Conduct in-service demonstrations or workshops on creating educational materials.
C. Supervision: Supervise COLLAGE assistants in the laboratory and specific projects being conducted in the laboratory, as needed.
D. Administration: Plan for the efficient operation of the COLLAGE in the areas of budgeting for supplies, scheduling hours of operation and the laboratory assistants, soliciting and procuring materials for COLLAGE, planning workshops, and necessary record keeping.
E. Staff Development: Support the Teaching and Learning Division, as required, in providing staff development.
F. Public Relations: Work with business, industry, groups of parents and others to assure the availability and distribution of reusable materials for teacher use in COLLAGE.

PRODUCTION AND GRAPHICS

This section consists of the manager-graphic artist, the production specialist and a part-time artist. Original artwork, photographs, and prepared art are incorporated into brochures and publications for teachers and administrators, with the layout and design of the publications being done by the artists. Titles or captions for printing, overhead transparencies, slide presentations, and video productions, plus some posters and lettering masters, are also prepared by the artists.

The production specialist provides photography for district publications. The specialist also provides a full-service media production facility, producing original slide presentations, video programs, and audio recordings. The section also consults on programs that they cannot produce and assists the secondary schools with the student ID photo project.

Media Production Manager

I. WORKING RELATIONSHIPS:
A. Reports to: Director, Media Services
B. Receives direction and supervision from: Director, Media Services
C. Receives guidance and counsel from: Director, Media Services; subject area supervisors
D. Provides direction and supervision to: Media Production Specialist and part-time Graphic Artist

II. CHARACTERISTICS OF THE POSITION:
- A. Required experience or training: Degree in graphic arts; production; design and layout; mechanics of paste-up; knowledge of printing for publications; knowledge of type; production planning for publications; photography; black-and-white darkroom techniques.
- B. Desired experience or training: Consulting; care and use of special equipment commonly used in this area.
- C. Special requirements: Schedule activities and meet deadlines; set priorities; maintain good working relationship with people; assist persons with projects and in developing organization skills.

III. DUTIES AND RESPONSIBILITIES:
- A. Curriculum: Assist the Teaching and Learning division directors, supervisors, other administrators and teachers in the production of audiovisual materials and use of techniques for curriculum development and/or related communication devices.
- B. Instruction: Provide appropriate instruction in media production and planning.
- C. Supervision: Supervise the technical aspects of projects being done by consultants or parts of projects which are sublet to outside agencies.
- D. Public Relations: Present the best possible image of the school district in all the work of the Production Section. Assist the administrative group in the development of communication devices within the limits of the policy and procedures established for project acceptance.

LIBRARY SERVICES

The Library Services Manager and three clerical employees constitute this section. Among the services they provide is professional leadership. The manager is primarily responsible for planning and conducting regular meetings with the library associates and helping the director assist and advise these elementary media personnel. Another responsibility of this section is technical services or processing of new materials for the libraries.

Manager, Library Services 3/5 time; Librarian, Central Campus 2/5 time

I. WORKING RELATIONSHIPS:
- A. Reports to: Director, Media Services; Director, Central Campus
- B. Receives direction and supervision from: Director, Media Services, Director, Central Campus
- C. Receives guidance and counsel from: Director, Media Services; Director, Central Campus; and subject area supervisors
- D. Provides direction and supervision to: Library and processing clerical staff, library clerk, and students of Central Campus
- E. Provides guidance and counsel to: All library personnel and teachers of Central Campus

II. CHARACTERISTICS OF THE POSITION:

A. Required experience or training: M.A. in Library Science, K-12 School Librarian's endorsement, cataloging skills, knowledge of selection and reference tools.

B. Desired experience or training: Extensive knowledge of books, authors, publishers, and cataloging of books and materials; school library experience; knowledge of curriculum and library trends.

C. Special requirements: Ability to take responsibility for technical aspects of cataloging and to supervise personnel in their routines; be able to establish time lines for work; ability to communicate effectively with teachers, students, library media specialists, library associates, and other district personnel regarding library media programs.

III. DUTIES AND RESPONSIBILITIES:

A. Curriculum: Read and/or review professional literature, maintaining an appropriate collection of such materials for library staffs; consult with elementary personnel to improve library programs; help implement K-12 library skills instruction; assist with reading programs; catalog and classify all media materials to fit the curriculum.

B. Instruction: Help develop and deliver in-service activities for all library media personnel, teachers, and principals, as appropriate.

C. Supervision: Assist library media associates and library associates in a professional capacity; assist library associates with library management skills; supervise clerical staff; operate the Central Campus Library.

D. Administration: Operate the processing function for library/media materials; participate in decisions on library programs; plan Library Associates' meetings.

E. Staff Development: Provide instruction in any library media area, as need is identified.

F. Public Relations: Serve on appropriate school committees and community groups. Provide book talks, library or literature-related programs to groups.

BUILDING PROGRAMS

Library Media Specialist (Secondary schools)

I. WORKING RELATIONSHIPS:

A. Reports to: Building Principal; Director, Media Services.

B. Receives direction and supervision from: Building Principal; Director, Media Services; State Library Media Consultant; Area Education Agency representatives, Purchasing Department; Textbook Section.

C. Receives guidance and counsel from: Building Principal; Director, Media Services; faculty; district administrators and consultants; community representatives.

D. Provides direction and supervision to: Support personnel, student assistants, adult volunteers, users of the center.

II. CHARACTERISTICS OF THE POSITION:
A. Required experience or training: Bachelor's degree in Library Media Science from an American Library Association accredited university and Iowa teacher certification.
B. Special requirements: Broad understanding of all aspects of instructional materials and effective communication skills and an appreciation of the importance of reading and life-long learning.

III. DUTIES AND RESPONSIBILITIES:
A. Curriculum: Participate in curriculum planning and development; select, acquire, and organize materials to supplement and enrich the curriculum; protect intellectual freedom; develop units of instruction in cooperation with teachers.
B. Instruction: Assist and instruct students and teachers in effective use of the library media center; stimulate and guide students to become skillful and discriminating in the use of print and non-print materials; introduce students to other library resources in the community, state, and nation; encourage the lifetime habit of continuing education and cultural growth; share teaching responsibilities in library-related units of study, promote computer literacy.
C. Administration: Plan the media program to support the district and building goals; develop and maintain the collection of materials; implement policies and procedures so that students and teachers have easy access to the materials, equipment, and programs of the library media center on all days school is in session; provide information about media program objectives and functions and develop public awareness and support; plan and implement computerized library management systems; evaluate the media program.
D. Staff Development: Contribute to staff development and in-service programs by planning, attending, and teaching courses; serve on committees and participate in extracurricular activities in the building and the district; continue personal professional growth through reading, course work, membership and participation in professional organizations.

Elementary Library Associate

I. WORKING RELATIONSHIPS:
A. Reports to: Building Principal
B. Receives guidance and counsel from: Building Principal; Director, Media Services; Librarian of Media Services; other Media Services staff; Middle School Librarian; Area Education Agency 11; Public Library professionals; building staff and others.
C. Provides direction or supervision to: Students and parent volunteers.

II. CHARACTERISTICS OF THE POSITION:

A. Required experience or training: High school diploma, typing and filing abilities, in-service training from Media Services in library procedures prior to starting to work.

B. Desired experience or training: Two years of college with courses in children's literature and elementary education and/or prior work experience in a library.

C. Special requirements: Friendly, outgoing disposition with a love of children and reading; ability to work with adults; high degree of organizational skills and some creative or artistic ability.

III. DUTIES AND RESPONSIBILITIES:

A. Curriculum: Assist teachers and students in the use of the library and its materials; perform the necessary organizational and clerical functions; weed and assist in selection; prepare book orders and magazine orders; do inventory and reports.

B. Supervision: Operate the building level library program under the guidance of Media Services, principal, and building staff; create a warm learning environment in the media center; assist teachers in implementing the media program relating to mastery of research and information skills, appreciation of literature and media, critical inquiry, social responsibility, and enjoyment of learning.

C. Administration: Organization, utilization, and circulation of the media center materials which support and enhance the curriculum; creation of an inviting learning environment in the media center.

IN-SERVICE AND PROFESSIONAL DEVELOPMENT

In-service activities planned for the 1990-91 year consist of approximately five meetings after school for the secondary librarians and six meetings after school for the elementary library associates, one meeting for each (of approximately three hours) during the pre-school in-service days, and In-service Day. Topics such as the new state standards for library media programs, this report, new books, review of procedures for ordering and selecting materials, and ways to create interest in library materials are discussed. This is typically the minimum program, but over the last five years, other programs utilizing nationally noted authorities have been offered. It was felt that the media program has utilized its proportionate share of funds for in-service and staff development, and no outside personnel were requested this year.

The Director, Library Services Manager, and several media specialists have attended Iowa Educational Media Association meetings regularly. In 1990-91 the Director attended a one-day technology workshop at the Heartland Area Education Agency, and the Library Services Manager attended a one-day seminar on children's literature activities, along with several library associates, and a one-day workshop for media specialists sponsored by Heartland, along with several media specialists.

In addition, the manager is active in the Iowa Reading Association and has served on various local and national committees of the International Reading Association professional organization. She also served as the local council president of the I.R.A. for two years and made a presentation at a national level conference of the International Reading Association, and at a national level conference of the American Association of School Librarians.

The eighteen certified media specialists (the secondary schools and the Library Services Manager) are truly professionals, two-thirds of them having acquired at least a Master's degree. In the past three years, several have become active in the American Association of School Librarians and have attended their national conference or that of the American Library Association, the parent organization. All of them have served on various school and district committees; some have served, or are serving, on regional or state professional committees; and two have served as presidents of their regional or state organization. Several have received local grants with which to enhance their programs, and some have been honored by their peers at the statewide level for their contributions to the profession.

As part of their professional attitude, they all feel that the Des Moines School District has yet to make a sufficient financial commitment to library media programs.

PROGRAM MANAGEMENT

The management system used for monitoring the central media services program is primarily the district procedure for evaluation of employees on a regularly scheduled basis, plus a monthly monitoring of budget expenditures, monitoring reports of productivity quarterly, management area visitations, and both unsolicited and solicited testimonials from teachers, administrators, and parents.

Most of the direct management of programs and personnel in the school buildings is done by the principal, with assistance by the Director of Media Services, such as on evaluation of the personnel, upon request. However, advice and direction is given to media persons in the buildings for best operation of their programs by the director and manager, as deemed appropriate by them or the building principal.

PRODUCT EVALUATION

LIBRARY SERVICES SECTION

3142 pieces of material were processed for the school media centers during the school year 1989-90, which includes making catalog cards, spine labels, pockets and cards, and attaching pockets. These materials are over and above the thousands of pieces that the schools received, ready for the shelves.

This section also circulated 314 kits, 777 materials, and 843 magazines to school media centers during the period of July 1 to November 1, 1990. These items came from the small collection of materials primarily designed to assist school media center personnel, but especially the elementary library associates, to do the best possible job.

They placed 408 orders for materials for school media centers, either by typed purchase orders or by direct line using a computer, during the year of 1989-90. All library materials orders are channelled through this office, some of which only require approval.

One of the clerks is also responsible for the equipment loan center, which is technically an administrative section function. During the period of July 1 to November 16, 1990, she circulated 379 pieces of equipment to schools (when needed to supplement their own) and to school-related groups for meetings. This equipment is maintained specifically for that purpose and consists of:

16 mm film projectors	Overhead projectors
Video cassette recorders	Television receivers
Sound amplifier systems	Video tape camcorders
Slide projectors	Filmstrip projectors
Record players	Audio tape recorders
Projection screens	Slide-tape synchronizers

Finally, this section also maintains a preview collection of over 2,000 newer children's books for elementary personnel to use in making selection for their media centers. Most of the patrons use the collection on-site, but 289 books were circulated during the period of January 1990 through June 1990. Early figures indicate there is a higher rate being circulated in the 1990-91 school year.

MEDIA REPAIR SERVICE

This AV/TV repair section, consisting of the manager and 2-1/2 technicians, are physically housed at the Transportation facility on Harding Road. Although most of the service of equipment is done at the repair facilities (equipment is brought in and returned by the inter-school mail delivery person), some calls are made to schools to service television receivers and video cassette systems.

The following tables are illustrative of their production:

UNITS OF AV EQUIPMENT REPAIRED:

Type Equipment	1987-88	1988-89	1989-90
16mm Projector	342	315	259
Television	457	584	682
Record Player	136	165	92
Filmstrip Projector	130	165	114
Overhead Projector	138	212	183
Tape Recorder	374	350	298
Slide projectors, earphones, video cassette recorders, microphones, radios, amplifiers, and others	269	235	298
Total	1846	2026	1926

In effort to determine the cost-effectiveness of this service, the following estimates were made, basing commercial costs on telephone enquiry to sample commercial service providers, and actual costs on the combination of salaries and repair parts for a twenty-five-month period between September 1988 and October 1990.

ESTIMATED COST OF COMMERCIAL REPAIRS TO AV EQUIPMENT THAT WAS REPAIRED BETWEEN SEPTEMBER 1988 AND OCTOBER 1990:

Type Equipment	No.	Min. Labor	Tot. Labor	Ave. Parts	Tot. Parts
16mm Projector	574	$60	$ 34,440	$20	$ 11,480
Television	1371	50	68,550	18	24,678
Record Player	263	19	4,997	10	2,630
Filmstrip Projector	284	29	8,263	7	1,988
Overhead Projector	408	35	14,280	15	6,120
Tape Recorder	690	10	6,900	10	6,900
Other	456	10	4,560	12	5,472
			$141,990		$59,268

ESTIMATED COSTS, ALL UNITS $201,258

ACTUAL COST OF REPAIRS PERFORMED BY AV & TV REPAIR SECTION:

ACTUAL LABOR, ALL UNITS	$128,000 for 25-month period
ACTUAL PARTS, ALL UNITS	$ 31,250 for 25-month period
TOTAL COSTS, ALL UNITS	$159,250 for 25-month period

DIFFERENCE IN COSTS EQUAL $42,008

Perhaps the most significant contribution is the average downtime of five days or less, compared to a possible two to four weeks using commercial firms.

COLLAGE

The following statistics reflect the usage of COLLAGE:

Registered COLLAGE Users

Date	Total Users/Month (Did not record specific users before 1989)					
Oct 83	410					
Oct 84	509					
Oct 85	588					
Oct 86	726					
Oct 87	800					
Oct 88	1185					
		Ave. Daily	Gr. K-5	Gr. 6-8	Gr. 9-12	Other
Oct 89	1162	43	737	87	147	148
Oct 90	1410	50	989	87	167	117

Having determined fairly accurately who the users were through a check in/out form, it was decided to expand the information about the use of the facility. A special survey was conducted during the first week of October 1990, to determine how frequently the "customers" used the facilities and what they used while there. A volunteer and the regular employees attempted to interview and complete a form for every user during that six-day period, concentrating on the frequency of use by each user, the equipment they used, and what type of materials they used. It is evident that the vast majority of the users did more than one activity during their visit, using a number of pieces of equipment and a variety of materials:

Frequency of use: More than once a week = 29; Once a week = 67
Once a month = 45; Once a year = 11; First time = 16

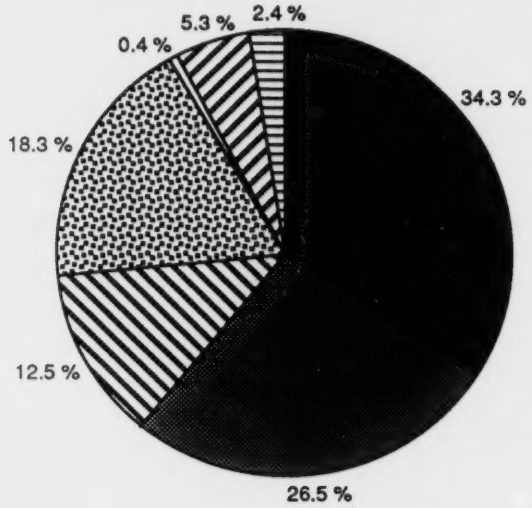
Equipment used: Laminator = 165; Ellison Letters = 127; Binder = 71
Copy Machine = 63; Leteron = 56; Tracing = 52
Badge Maker = 44; Transparencies = 30
Stylewriter = 23

Materials used: Poster Board = 105; Bulletin Board Paper = 63
Rubber Stamps = 52; Picture Files = 44; Easels = 23
Pocket Charts = 32; Flannel Boards = 18; Printed Maps, Charts, Pictures, etc. = 45

A copy of the COLLAGE SURVEY form used appears in *Appendix J.*

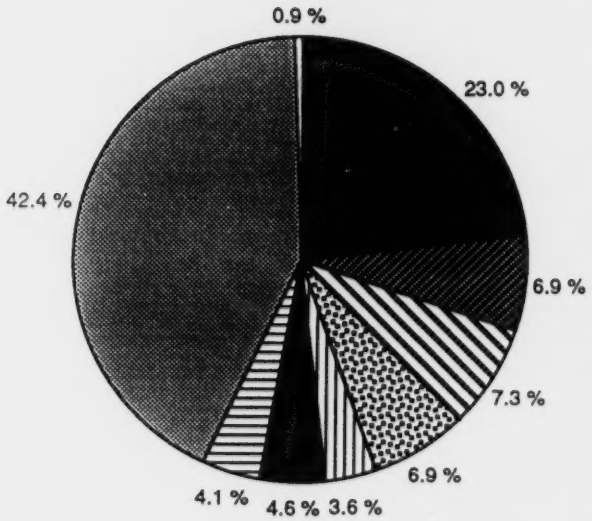
Production and Graphics

320 projects were completed in 1989-90, averaging 27 per month.
These graphs show percentages by **Clients, Type of Service,** and **Time.**



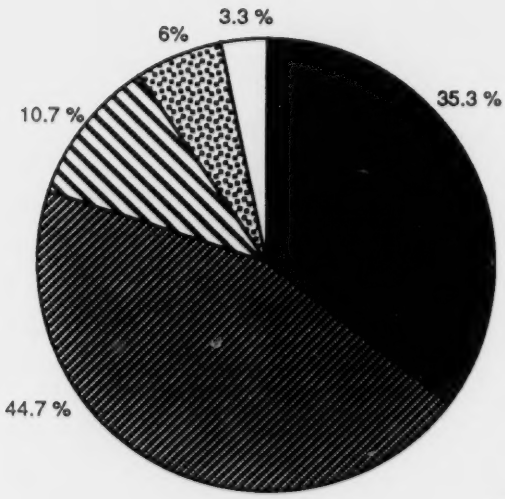
By Clients

- Public & Governmental Relations
- Administration (Teaching & Learning)
- Administration (Management Services)
- Elementary Schools
- Middle Schools
- High Schools
- Misc.



By Type

- Publications (Design & Photos)
- Non-Publication Photography
- Video/AV Productions
- Video Duplication
- ID Card Projects
- Displays
- Presentation Aids
- Graphic Design & Illustrations
- Misc.



By Time

- 1 Hour or less
- 2-4 Hours
- 5-8 Hours
- 2-3 Days
- 4 Days +

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BUILDING MEDIA CENTERS

ELEMENTARY SCHOOLS

There are 42 elementary schools, 41 of which have media centers. These centers are operated and maintained by 32 library associates under the supervision of their principals, assisted by the Library Services Manager and the Director of Media Services. They provided these services in 1989-90:

- Circulated 529,471 pieces of material (mostly books) to students
- Circulated 80,922 pieces of material to teachers
- Served 24,759 classes, or an average of 2,751 per month, or 246 per day
  (6 classes per day per elementary building)
- Had an average of $400 for books and $100 for magazines
- Average materials collection size was 6054

MIDDLE SCHOOLS

There are 10 middle schools served by 10 certified library media specialists (one each) supervised by their principals. The Director and Manager assist these persons on request and provide regular in-service meetings for them throughout the year. The Director also assists the principals with their evaluation upon request. They reported the following services for 1989-90.

- Circulated 109,886 pieces of material to students and teachers
  (At least 12,900 pieces of material were used in the media center, but not circulated)
- Served 6,009 classes, or an average of 668 per month, or 30 per day
  (3 classes per day per middle school building)
- Served at least 90 students per day as independent walk-ins
- Had an average budget of $2500 for books and $500 for magazines
- Had an average collection size of 8482

HIGH SCHOOLS

The five high schools and Central Campus each operate a media center which is served by one certified library media specialist and one library clerk. The two largest high schools have two library media specialists, and four of the schools also have an associate who schedules and circulates the media (AV) equipment. Their statistics for the school year 1989-90 follow:

- Circulated 45,838 pieces of material to students and teachers combined
  (At least 23,400 pieces of material were used in the center, but were not circulated)
- Served 3,199 classes of students, or an average of 355 per month
  (3 classes per day per high school building)
- Served at least 125 students per day as independent walk-ins
- Had an average budget of $7000 for books and $2000 for magazines
- Had an average collection of 17,779

DISTRICT TOTALS

Total Circulation for All Schools for School Year 1989-90: 685,195 pieces of material, or an average of 22 per student

June 1990 Inventory of Materials in All Building Media Centers:

Elementary	248,217 (averaging 6,054 per building)
Middle Schools	84,829 (averaging 8,482 per building)
High Schools	106,677 (averaging 17,779 per building)
Total	439,723

OUTCOMES

The above figures tend to show that the areas of the district's central media services have been relatively high and successful in production. Without any comparison, the buildings' statistics look rather impressive. However, it would be easy to see ways to increase most of the central media services production. Additional automated equipment and more funds for materials for COLLAGE are just two. An improvement in the Repair section would be to increase the budget for replacement equipment, thereby cutting the cost of repair parts and labor. The advantages would be in user satisfaction, reliability of the equipment, and measurably better performance of equipment.

As high as the figures of utilization of library media centers may appear, the figures for elementary schools reflect a minimum in terms of actual opportunities for the child to use the library. Students get to go to the library media center an average of once a week and are there an average of thirty minutes. Their activities in that period will vary somewhat, but is primarily for exchanging their books from the week before for new ones.

Since the library associates are not certified library media specialists, they are not qualified to give instruction in the use of the media center and information retrieval. Also, since approximately half of them serve two buildings, there isn't time for much more than the circulation and collection maintenance.

The opportunity for students to expand their learning abilities through optimum utilization of media centers and the materials therein is limited by the elementary media programs. Fortunately, middle school and high school media centers and library media specialists have been able to make up for some of this limitation, but how much further students' skills might have been developed by a full-time certified elementary media specialist is unknown.

ADHERENCE TO STANDARDS

There have been few standards for school library media centers or programs that have had the force of law prior to the current State of Iowa Standards for Schools, most of which were to be in force as of July 1, 1990. These new standards are the most specific and complete ones in that category. Previous

standards have been formulated by professional organizations such as the American Library Association, the American Association of School Libraries, and the Iowa Educational Media Association (working in conjunction with the Iowa Department of Education) and have been considered more as yardsticks by which to measure programs than mandatory minimums.

One set of standards that has more force is the set imposed by the North Central Accrediting Association, a regional accrediting association to which schools apply for admission and continuing membership. Receiving and maintaining membership, especially at the high school level, indicates an educational program of quality, often enhancing the graduate's ability to gain admission to colleges and universities. Most districts, as does the Des Moines District, only belong to the high school division.

The district may fail to meet the state standards for personnel. The weakest areas in the overall program at the elementary level are personnel, budget for materials, and facilities. The nine state standards are listed below, along with how well they are being met currently.

State of Iowa School Media Center Standards 12.5(22)

1. *The board shall establish and operate a media services program to support the total curriculum.*

   This standard has been met since at least 1967.

2. *Each attendance center shall have a media center (except in single, combined facilities).*

   This standard is being met in all regular attendance centers.

3. *The board shall adopt a policy for procedure for selection, replacement, gift acceptance, weeding and reconsideration of school media center and text materials.*

   This standard is met by Board Policies and Procedures.

4. *The collection shall foster a nonsexist, multicultural approach for curriculum studies and individual interests.*

   This standard is covered in the same section of Board Policies and Procedures.

5. *The budget for each media center shall include funds for replacing and updating materials.*

   Each building establishes a media budget for this purpose. The amounts allocated are always restricted due to other financial needs, and at $4.61 per student, are probably marginal.

6. *Each media center shall be supervised by a qualified media specialist who works with students, teachers, and administrators.*

   The elementary media centers are staffed by non-certificated personnel who are supervised by the Library Services Manager and the Director of Media Services. This may not meet this standard.

7. *A full range of information sources, associated equipment, and services from the media center staff shall be available to students and the faculty.*

   This has been the philosophy universally, but some centers do not actually have the materials or equipment, so in that respect, the standard may not be met.

8. *Each media center shall be accessible to students throughout the school day.*

   This is being done. All centers are open, but they are not always staffed.

9. *The school or school district shall develop and implement a curriculum guide covering all grade levels operated for instruction and reinforcement of information search and media skills integrated with classroom instruction.*

   A skills guide was written in 1986 and 1987, and this guide was incorporated into the subject area curriculum guides.

FUTURE PLANNING

The plans for the future of Media Services must include determining whether the needs stated earlier are currently the correct ones and which should get the highest priority.

Most of those needs are not new or particularly unique to the year of 1990-91. They have existed in the Des Moines School District to a greater or lesser degree for many years. Several attempts have been made over the years to improve the situation, but they have not been successful to the point of a solution.

What is new are the State of Iowa Standards and the need to recognize that they dictate the media program as never before. Any plan for action must include informing all building administrators of these and helping them plan for the adjustments to meet the standards.

Therefore, plans are as follows:

1. Determine the building and district media program needs in relation to those standards with the help of the central and building administrators.
2. Assign priorities to the determined needs on an individual building basis.
3. Design and develop a program for each building, based on priorities assigned.
4. Implement this program in buildings.
5. Evaluate the effectiveness of this program.
6. Make appropriate adjustments as needed.

Any success of these plans will also address the previously identified needs or will show that they are no longer the priorities that they might have been. Success should also demonstrate that media services do have impact on the teaching and learning processes and that although information retrieval is an important component, the ability to use critical thinking skills in using the information appropriately is even more important. The skills involved in learning to use media, that need to be developed at the elementary level, interrelate with the development of reading, writing, and thinking.

POLICIES

SERIES 600 CODE 606 TITLE **DRILLS FOR EMERGENCIES**

Building principals, subject to approval of the Superintendent, shall develop orderly procedures for use in various emergency situations. An adequate number of drills for these procedures shall be conducted and all necessary information regarding these procedures shall be furnished to occupants of the specific buildings.

SERIES 600 CODE 607 TITLE **SELECTION OF INSTRUCTIONAL MATERIALS**

The District shall provide a wide range of instructional materials at all levels of difficulty. The selection process shall consider diversity of approach and the presentation of different points of view.

See the School District Administration Procedures Manual:

1) Statement of Rules
2) Instructions to the Reconsideration Committee

Curriculum materials shall be recommended by the Curriculum and Instruction Advisory Committee, selected by the Textbook Selection Committee, and approved by the Board of Directors.

SERIES 600 CODE 608 TITLE **PROCESS FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

Any resident of the District may formally challenge instructional materials used in the education program. The District will maintain a Reconsideration Committee to provide an open forum for discussion of challenged materials and to make an informed decision on the challenge.

Recommendations of the Reconsideration Committee and action of the Administration will be reported to the Board of Directors. Any member of the Reconsideration Committee or the complainant, if not satisfied with the decision of the Committee or action taken by the Administration, may request that the matter be placed on the agenda of a meeting of the Board of Directors within one month following the official notification.

ADMINISTRATIVE PROCEDURES MANUAL

DES MOINES PUBLIC SCHOOLS
Office of the Associate Superintendent for Teaching and Learning
September 1990

The following is taken from the Administrative Procedures Manual for the Board Policy Manual:

SERIES 600 CODE 607 TITLE **SELECTION OF INSTRUCTIONAL MATERIALS**

The district shall provide a wide range of instructional materials in all levels of difficulty and allow for review of allegedly inappropriate instructional materials. Diversity of appeal and the presentation of different points of view shall characterize instructional materials.

STATEMENT OF RULES

I. Responsibility for Selection of Materials

A. The Board of Directors is legally responsible for all matters relating to the operation of the Des Moines Independent Community School District.

B. The professionally trained and certificated staff employed by the school system is responsible for selecting and recommending instructional materials to the Board of Directors for purchase.

C. For the purposes of this rule, the terms "instructional materials" or "materials" include printed and audiovisual materials (not equipment), including text materials and library/media center materials.

D. The selection of library or media materials involves many people (principals, teachers, students, supervisors, community persons, and library/media specialists). The responsibility for coordinating the selection of most library materials and making the recommendation for purchase rests with certificated library/media personnel or principals with their appointed committees of certificated teachers where there is no certificated library/media person assigned. Requests for purchase of library materials will be approved by the Director of Media Services.

E. Responsibility for coordinating the selection of instructional materials will rest with the School Board Advisory Committee. The School Board Advisory Committee is composed of students, parents, instructional staff, community representatives, and administrators. The membership of this committee is determined by the School Board, with assistance from the Associate Superintendent for Teaching and Learning. This committee receives, reviews, and acts upon the individual evaluation committee's reports.

SELECTION OF INSTRUCTIONAL MATERIALS, Code 607

The School Board Advisory Committee then presents proposed instructional materials adoptions to the Board of Directors for review and action.

II. Criteria for Selection of Materials

A. The following general criteria will be used as they apply:

1. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.

2. Materials shall meet high standards of quality in factual content and presentation, and shall be by competent and qualified authors and producers.

3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.

4. Materials shall have aesthetic, literary, or social value, and their physical format and appearance shall be suitable for their intended use.

5. Materials shall be chosen to foster respect for minority groups, both men and women, and ethnic groups; and shall realistically represent our pluralistic society, along with the roles and life styles open to both men and women. Materials shall be chosen that are designed to help students gain an awareness and understanding of the contributions to our civilization of the above.

   These materials shall present and analyze intergroup reactions objectively, placing emphasis upon resolving social and economic problems.

   Materials shall also be selected to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights, and privileges as citizens.

B. The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views.

1. Materials shall be selected for their strengths rather than rejected for their weaknesses.

2. Biased or slanted materials may be provided to meet specific curriculum objectives.

SELECTION OF INSTRUCTIONAL MATERIALS, Code 607

III. Procedure for Selection

A. Library/Media

1. In selecting materials for purchase for the library/media center, the library/media specialist (or teacher selection committee in elementary schools) will evaluate the existing collection and will consult reputable, professionally prepared selection aids and other appropriate sources. For the purposes of this rule, the term "media" includes all materials considered part of the library collection, plus all instructional materials housed in resource centers and classrooms (if any) which are not text materials.

   For the purpose of this rule, the term "library/media center" is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials center or similar term. It may include units not contiguous to the center where facilities dictate. These units would include, but not be limited to, resource centers, production centers, and television studios.

2. Recommendations for purchase will be solicited from faculty and student body.

3. Gift materials shall be judged by the criteria in Section II and shall be accepted or rejected by those criteria.

4. Selection is an ongoing process which should include the removal of obsolete materials and the replacement of lost and worn materials.

5. Selections shall be forwarded to the office of the Director of Media Services for approval and then to the Purchasing Agent through the principal or other person in charge of the attendance center for purchase throughout the year.

B. Instructional Material

1. Instructional materials committees shall be appointed at the time that text adoption areas are determined. Appropriate subject area, instructional level, and media personnel shall be included in each committee.

2. Criteria for instructional materials consistent with the general criteria for materials selection noted in Section II shall be developed by teacher committees.

3. The committee shall present its recommendation(s) to the School Board Advisory Committee.

SELECTION OF INSTRUCTIONAL MATERIALS, Code 607

4. The Associate Superintendent for Teaching and Learning or designee shall present the recommendation(s) to the Board.

IV. Objection

A. Any resident of the school district may raise objection to instructional materials used in the district's educational program.

1. The school official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally. The materials shall remain in use unless removed through the procedure in Section IV. B. 7. e. of this rule.

   a. The school official or staff member initially receiving a complaint shall explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the material.

   b. The school official or staff member initially receiving a complaint shall explain to the best of his or her ability the particular place the challenged material occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the complaining party to someone who can identify and explain the use of the material.

2. In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the question should be referred to the principal or person in charge of the attendance center, or to the library/media specialist for that attendance center. If, after private counseling, the complainant desires to file a formal complaint, the person to whom the complainant has been referred will assist in filling out a Reconsideration Request Form in full.

3. The individual receiving the initial complaint shall advise the principal, or person in charge of the attendance center where the challenged material is being used, of the initial contact no later than the end of the following school day, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal or other person in charge of the attendance center.

4. The principal or other person in charge of each attendance center shall review the selection and objection rules with the staff at least annually. The staff shall be reminded that the right to object to materials is one granted by policies enacted by the Board of Directors. They shall also be reminded of ethical and practical considerations in attempting to handle resident complaints with courtesy and integrity.

SELECTION OF INSTRUCTIONAL MATERIALS, Code 607

B. Request for Reconsideration

1. Any resident of the school district may formally challenge instructional materials used in the district's educational program. The challenge shall specify which of the criteria set forth in Section II are the basis for the challenge. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

2. Each attendance center and the school district's central office will keep on hand and make available Reconsideration Request Forms. All formal objections to instructional materials must be made on this form.

3. The Reconsideration Request Form shall be signed by the complainant and filed with the principal.

4. Within five business days of the filing of the form, the principal shall file the Reconsideration Request Form and a report of all actions taken at the building level with the Director of Media Services. The Director will file these materials with the chairperson of the Reconsideration Committee within five business days of receipt.

5. The Reconsideration Committee shall take action at a regular or special meeting as defined in Section IV. B. 7. a. through g., and report its recommendation for disposition to the office of the Associate Superintendent for Teaching and Learning.

6. Generally, access to challenged material shall not be restricted during the reconsideration process. However, in unusual circumstances, the material may be removed temporarily by following the provisions of Section IV. B. 7. e. of this rule.

7. The Reconsideration Committee

   a. The Reconsideration Committee shall be made up of 13 members appointed by the Associate Superintendent for Teaching and Learning as follows:

      (1) Two teachers, one elementary and one secondary, designated annually by the Associate Superintendent for Teaching and Learning.

      (2) Two school library/media specialists designated annually by the Associate Superintendent for Teaching and Learning.

      (3) The Director of Media Services.

(4) Five members from the community nominated annually by the Executive Committee of the Des Moines Council of Parent-Teacher Association. The list shall include fifteen (15) nominees.

(5) Three secondary school students from a list of nominees submitted annually by the student council organizations or high school principals.

(6) If any member of the committee is absent without excuse more than two meetings during a school year, that member shall be automatically removed from the committee and a replacement shall be appointed.

b. The committee shall appoint a chairperson and secretary annually. The chairperson of the committee shall not be an employee or officer of the district. The secretary shall be an employee or officer of the district.

c. The committee shall first meet each year during September at a time and place designated by the Director of Media Services and made known to the members of the committee at least five school days in advance.

d. A calendar of subsequent regular meetings for the year shall be established at the first meeting.

e. Special meetings may be called by the Director of Media Services or the Associate Superintendent for Teaching and Learning to consider temporary removal of materials in unusual circumstances. Temporary removal of materials shall require a three-fourths vote of the committee.

f. The calendar of regular meetings and notice of special meetings shall be made public through appropriate district or student publications and other communication methods.

g. The committee shall receive all Reconsideration Request Forms from the Director of Media Services.

h. The procedure for the first meeting following receipt of a Reconsideration Request Form is as follows:

(1) Distribute copies of written request form as submitted.

(2) Give complainant or a group spokesperson an opportunity to talk about and expand on the request form.

(3) Distribute reputable, professionally prepared reviews of the material when available.

(4) Distribute copies of challenged material as available.

i. At a subsequent meeting, interested persons, including the complainant, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.

j. The complainant shall be kept informed by the secretary concerning the status of his or her complaint throughout the committee reconsideration process. The complainant and known interested parties shall be given appropriate notice of such meetings.

k. At the second or a subsequent meeting, as desired, the committee shall make its decision to (1) take no removal action, (2) remove all or part of the challenged material from the total school environment, or (3) limit the educational use of the challenged material. The primary criteria for the final decision will be those listed in Section II. This decision will be based on a vote of the committee. A simple majority of a quorum is required. A quorum will be nine members present. A written decision and its justification shall be forwarded to the Associate Superintendent for Teaching and Learning and the Director of Media Services.

l. The Associate Superintendent for Teaching and Learning shall notify the Board of Directors of the decision reached by the committee and the action to be taken by the Associate Superintendent for Teaching and Learning, based upon that decision, at the next regular meeting following the decision.

m. If the complainant or any member of the Reconsideration Committee is not satisfied with the decision of the committee or the action to be taken by the Associate Superintendent for Teaching and Learning, he or she may request that the matter be placed on the agenda of the meeting of the Board of Directors within one month following the decision of the Reconsideration Committee. The Board shall consider the appeal and may affirm, reverse, modify, or make any other appropriate decision.

n. Any person dissatisfied with the decision of the Board may appeal to the State Board of Public Instruction pursuant to Chapter 290, Code of Iowa.

SELECTION OF INSTRUCTIONAL MATERIALS, Code 607

o. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.

p. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will be considered again.

q. In the event of a severe overload of challenges, the committee may appoint a subcommittee of members or nonmembers to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee shall approximate the representation on the full committee.

r. No committee member shall have any financial interest, direct or indirect, in the consideration of materials.

SELECTION OF INSTRUCTIONAL MATERIALS, Code 607

INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

The policy of this school district related to selection of instructional materials states that any resident of the district may formally challenge instructional materials used in the district's educational program. This policy allows those persons in the school and the community who are not directly involved in the selection of materials to make their opinions known. The task of the Reconsideration Committee is to provide an open forum for discussion of challenged materials and to make an informed decision on the challenge.

The most critical component of the reconsideration process is the establishment and maintenance of the committee's credibility in the community. For this purpose, the committee includes community members. The community should not, therefore, infer that the committee is biased or is obligated to uphold prior professional decisions. For this same reason, a community member will be selected to chair the committee.

The presence on the committee of the library/media specialists and the Director of Media Services will assure continuity from year to year, as well as lend professional knowledge of the selection process. Student members are essential since they are the closest to the student body and will be immediately affected by the decision of the committee.

The reconsideration process--the task of this committee--is just one part of the selection continuum. Material is purchased to meet a need. It is reviewed and examined, if possible, prior to purchase; it is periodically re-evaluated through updating, discarding, or re-examination. The committee must be ready to acknowledge that an error in selection may have been made despite this process. Library/media specialists and school personnel regularly read great numbers of reviews in the selection process and occasional errors are possible.

In reconsidering challenged materials, the role of the committee, and particularly the chairperson, is to produce a climate for disagreement. However, the committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the greater the amount of information available; and, therefore, the greater the number of possible approaches to the problem.

SELECTION OF INSTRUCTIONAL MATERIALS, Code 607

If the complainant chooses, he may make an oral presentation to the committee to expand and elaborate on the complaint. The committee will listen to the complainant, to those with special knowledge, and any other interested persons. In these discussions, the committee should be aware of relevant social pressures which are affecting the situation. Individuals who may try to dominate or impose a decision must not be allowed to do so. Minority viewpoints expressed by groups or individuals must be heard, and observers must be made to feel welcome. It is important that the committee create a calm, nonvolatile environment in which to deal with a potentially volatile situation. To this end, the complainant will be kept continuously informed of the progress of this complaint.

The committee will listen to the views of all interested persons before reaching a decision. In deliberating its decision, the committee should remember that the school system must be responsive to the needs, tastes, and opinions of the community it serves. Therefore, the committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be answered by the committee is--*"Is the material appropriate for its designated audience at this time?"* In determining whether material is appropriate, the criteria set forth in Section II shall govern.

The committee's final decision will be (1) to remove the challenged material from the total school environment, (2) to take no removal action, or (3) to agree on a limitation of the educational use of the materials. The decision will be reached through committee vote. A simple majority will determine the decision.

The committee chairperson will instruct the secretary to convey the committee's decision to the Director of Media Services and the Associate Superintendent for Teaching and Learning. The decision should detail the rationale on which it was based. A letter will be sent to the complainant outlining the committee's decision.

The Associate Superintendent for Teaching and Learning will inform the Board of Directors and the complainant of the committee's decision, as well as the action to be taken by the Associate Superintendent for Teaching and Learning, based on that decision.

Selection of Instructional Materials

RECONSIDERATION REQUEST FORM
REQUEST FOR REEVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL
SUBMIT TO ASSOCIATE SUPERINTENDENT FOR TEACHING AND LEARNING

Book or other printed material if applicable:

Author _____ Hardcover_____ Paperback_____ Other _____

Title _____

Publisher (if known) _____ Date of Publication _____

Audiovisual material if applicable:

Title _____

Producer (if known) _____

Type of material (filmstrip, motion picture, etc.) _____

Request initiated by: _____

Telephone _____ Address _____

City _____ Zip_____

School(s) in which item is used _____

Person making the request represents: herself/himself group or organization

Name of group: _____

Address of group: _____

_____

_____

1. To what in the item do you object: (Please be specific--cite pages, or frames, etc.)

_____

_____

_____

Selection of Instructional Materials

2. In your opinion, what harmful effects upon pupils might result from use of this item?

_____

_____

_____

3. Do you perceive any instructional value in the use of this item?

_____

4. Did you review the entire item? If not, what sections did you review?

_____

5. Should the opinion of any additional experts in the field be considered?

_____ Yes Please list suggestions if any: _____

_____

_____ No

6. Do you want this material:

Removed? _____ Yes _____ No

Restricted? _____ Yes _____ No

7. In the place of this item, would you care to recommend other material that you consider to be equal or superior quality for the purpose intended?

_____

8. Do you wish to make an oral presentation to the Reconsideration Committee? If so, you will be allowed 15 minutes.

_____ Yes Please call the office of the Director of Media Services, 242-7882.

_____ No

_____ _____

DATE SIGNATURE

9/90

Appendix C

LIBRARY MEDIA HANDBOOK

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111 LIBRARY SERVICES, POLICIES AND PROCEDURES

A. Each middle and senior high school provides central library/media service for both students and teachers. Selection of library/media materials is made by teachers and library/media specialists, and materials are purchased through an annual budget.

B. Each library/media center should provide some materials specifically for teachers; these materials should be housed in the central library as a professional collection.

C. Each school should establish a definite policy in connection with abuse of library privileges which fits its need in the views of the library/media specialist, staff, and principal.

D. Students should be required to pay the retail price of lost or damaged material to cover replacement costs. Overdue fines are not to be assessed.

E. Library media centers shall be open before and after classes in accordance with the teachers' contract for work hours.

111.1 POLICY FOR SELECTION OF INSTRUCTION MATERIALS

Each building principal and library/media specialist will have on file multiple copies of the **Policy for Selection of Instruction Materials**. This policy is self-explanatory.

612.29 LIBRARY, INSTRUCTIONAL MEDIA SERVICES

School Library Media Center

Each building has a library media center containing books, magazines, filmstrips, recordings and other materials. This center is operated by a library associate, under the supervision of the principal and the Director of the Curriculum Service Center. Every library media center has an obligation to provide an atmosphere conducive to pleasurable learning experiences and promoting reading, as well as supporting the curriculum to its fullest.

Each principal is responsible for establishing and administering an adequate budget for these materials. The Department of Public Instruction of the state of Iowa has identified and published budgetary guidelines. The principal is also responsible, with the assistance of the Director of the Curriculum Service Center, for leadership in the selection of materials.

I. Materials Selection

The selection of materials is governed by Board of Director's Policy 607. This policy supports the recognition of individual differences and the need to support the curriculum through these materials. Principals, teachers and library associates work closely together in considering the children's needs. Supporting the above is the librarian at the Curriculum Service Center, the preview library and selection aids provided by the center

II. Acquisition

Library books are ordered on a scheduled basis, up to five times a year, through the Curriculum Service Center. These orders for preprocessed books are placed with a book jobber or directly with publishers.

Filmstrips are generally leased through Heartland Education Agency. Those which are purchased, plue audio and video recordings, computer software and other nonprint media are generally ordered directly from the producer, by each school, and are catalogued on a scheduled basis, along with unprocessed books, by the Curriculum Service Center.

III. Organization of Materials

The materials in each Library Media Center are organized and catalogued under the Dewey Decimal System. This system is maintained universally to provide continuity and training for the users.

IV. Utilization

The greatest possible utilization of materials by students and teachers is encouraged. Scheduling of class groups, with the teacher providing supervision and instruction according to the information skills objectives, is encouraged. However, the concept of the open media center is the most desirable, wherein teachers, small groups and individual students have continual free access to the center as needed. Any scheduling should be as flexible as possible to allow this open concept. There should also be no restrictions on the amount or frequency of student's borrowing or utilization of the libarary media center or its materials.

V. Instruction

Each student should receive progressive, formal training in the organization of materials and the techniques for utilization of them. This can be done through following the information skills objectives of the elementary curriculum. The teachers will provide this instruction at the direction of the principal and the Curriculum Department, as assisted by the Curriculum Service Center. The library associate will assist by providing and helping in the location of materials.

VI. Materials Maintenance

Lost or damaged materials should be paid for by the responsible party at the rate of the current retail price of the material. This price can be determined by checking BOOKS IN PRINT.

Overdue materials should be sought diligently, and all students and teachers should be reminded of them regularly. No fines are charged for overdue materials, and restrictions on holders of delinquent materials should only be used as a last resort. Promptness in returning materials as a consideration of others that should be encouraged.

VII. Instructional Equipment

Since there is no central district budget for new or replacement equipment, these items must be budgeted by the school building in their annual budget request.

612.29 LIBRARY, INSTRUCTIONAL MEDIA SERVICES - continued

VIII. Supplies

Supplies for the library/media centers are provided from a central district budget. They should be requested on a Central Stores Requisition as a part of the annual budget requests or on supplemental Central Stores Requisitions during the year as needed. The Curriculum Service Center receives the requisitions and approves them. These supplies can be found in the district Central Stores Catalog under Classes 05, 11, and 24, and a separate printed list will be provided each school at the beginning of the school year for easy reference.

Appendix F

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LIBRARY MEDIA CENTER PK-12

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LEARNING MEDIA SERVICES

Name of School HOOVER HIGH SCHOOL **Date** April 1990

Self-evaluation by:

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I. MAJOR EXPECTATIONS

These expectations are offered for your acceptance, rejection or modification. Please feel free to make changes.

Expectations are those expressed beliefs that govern the activities of personnel and organizations. Major expectations communicate the substance and outcomes of school programs. They are the reference from which behaviors are judged to be reasonable, necessary or appropriate by all school participants. Expectations are expressed in the form of goals and organizational procedures. Expectations should be consistent with district and school goals and be reflected in the formation of student programs. They are expressed in the day-to-day activities of personnel. However expressed, expectations become the most powerful standards for quality in a school.

One of the important purposes of the educational program is to provide the student with a variety of self-enriching ideas and experiences which lead to intellectual curiosity, achievement and the establishment of a life-long pattern of learning. Utilization of human resources and the full range of media — which includes printed, audiovisual, computerized and other forms of information storage, retrieval and communication, as well as their accompanying technologies — are required to implement the purposes and programs of the school. The nationally recognized trend is to unify library, audiovisual, computer and other electronic services into a single administrative unit.

The following are major expectations commonly associated with an effective learning media program.

- Students recognize the importance of open information systems in contemporary society and actively seek differing points of view.
- Students make use of learning media resources and services.
- Students express themselves in a variety of media formats.
- Students bring critical judgments to bear upon the selection of appropriate resources to meet their needs and interests.
- Students use appropriate strategies, including the use of computerized data bases, in their search for information.
- Students express positive attitudes toward the use of the learning resource center.
- Students, faculty, administrators, parents and other members of the school community are served by the learning media program.

NOTES: a. *Any additional major expectations that have been formulated for the school's learning media services should be recorded in the space provided.*

Students reading below grade level will have library materials of high interest, low level to use to achieve a higher level of subject comprehension.

The multi-cultural aspect of learning is achieved by a conscientious effort to provide adequate materials and cooperating with ESL and multi-cultural groups for cultural presentations in the Learning Media Center.

b. *Attach a copy of the learning media services' philosophy, goals, and instructional objectives.*

see attached page 453 - b.

I. MAJOR EXPECTATIONS — Continued

1. Indicate the extent to which expectations for learning media services are consistent with:

a. The school and community characteristics.

The Hoover High School community is characterized by diversity in race, ethnic background, family income, professional and educational goals. The resources of the media center are geared to the career, reading, and cultural interests prevalent in the community.

b. The philosophy and goals of the total school program.

The philosophy of the Des Moines Public School District, "...provide a quality educational program to a diverse community of students where all are expected to learn", and the Hoover H.S. philosophy (see p453-b) are consistent with the LMC goal to contribute to and enhance a caring environment where students can develop the skills needed for productive lives.

2. Summarize evidence of the commitment to these expectations. The library is open to all students and staff during their free time and before and after school. Each week 12 to 20 classes meet in the library; approximately 712 students a week come to the LMC as walk-ins; and, approximately 12,084 books, magazines, vertical file, and software were circulated 1988-1989. When materials are purchased, the varied reading levels, interests, concerns, and recommendations of students are valued and taken into consideration. Materials are available in the LMC that some students would not have access to outside the school LMC.

3. Indicate the extent to which these expectations are appropriate for the needs and interests of the students.

The diversity of the Hoover H. S. community is reflected by the diversity of the library collection, which provides materials for varied interests and futures, whether students are preparing for careers, college, or pursuing personal interests.

4. Indicate any problems in achieving these expectations.

A low budget, lack of security, shortage of space and staff hampers expansion of service, equipment needs, and computers.

II. FOLLOW-UP TO PREVIOUS EVALUATIONS

1. Describe three to five significant changes currently in effect resulting from the recommendations of previous accreditation evaluations, state educational agency reports, legislation, local assessments, follow-up studies, opinion inventory surveys, needs assessments, etc. (specify the source of the impetus for change).

a. Through the efforts of the Heartland AEA 11, the Director of Secondary Education, and the building principal the collection was put on Com/Cat disk along with 11 other LMC's in the fall of 1989.
b. The library balcony was replaced by two classrooms because more classrooms were needed. Library balcony furniture, books, etc. were removed to the first floor of the LMC.
c. The LMC has been repainted and carpeted since the last NCA evaluation.
d. A panic bar has been placed on the inside of the north door of the balcony since the last NCA evaluation.
e. Career information materials have been removed from the counseling department to the LMC since the last evaluation.

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II. FOLLOW-UP TO PREVIOUS EVALUATIONS — Continued

2. Describe any recommendations of more than three-years standing resulting from accreditation evaluations that have not been implemented and indicate the rationale for those decisions.

a. It is the principal's decision that the library media staff will not be increased.
b. Staff time and money prevents adding hanging folders to improve utilization of the vertical file.
c. It is against district policy to pursue AEA joint purchasing procedures of equipment.

III. ORGANIZATION AND MANAGEMENT

A. PLANNING

Descriptive Criteria

1. An advisory committee meets regularly to advise on program policy and procedures . 5 4 3 2 (1) na
2. The needs of students, faculty and school are reflected in the planning process ..... (5) 4 3 2 1 na
3. Short- and long-term goals and objectives are available in written form ..... 5 (4) 3 2 1 na
4. Written policies and procedures have been developed ..... 5 (4) 3 2 1 na
5. Media personnel regularly consult with and report to the administration and other appropriate groups ..... (5) 4 3 2 1 na
6. A variety of public relations techniques is used to interpret and promote the program 5 (4) 3 2 1 na
7. 5 4 3 2 1 na

Supplementary Data

Provide a copy of the written policies and procedures for the organization and management of learning media services.

Evaluations

1. How effective is the advisory committee? ..... 5 4 3 2 1 (na)
2. How adequate are the goals and objectives? ..... 5 4 (3) 2 1 na
3. How adequate are the policies and procedures? ..... 5 4 (3) 2 1 na
4. How adequate is the consulting and reporting system? ..... 5 4 (3) 2 1 na
5. How effective is the public relations program? ..... 5 4 (3) 2 1 na

Comments

See a 12 page copy of Selection of Instructional Materials Procedures p455-A

B. FINANCIAL PROVISIONS

Descriptive Criteria

1. The director of learning media services prepares a detailed budget ..... 5 (4) 3 2 1 na
2. Adequate funds are allocated annually for the learning media program ..... 5 4 (3) 2 1 na
3. Budget allotments may be spent as needed anytime during the year ..... (5) 4 3 2 1 na
4. Media personnel regularly receive current accounting information ..... (5) 4 3 2 1 na
5. The budget provides for:
   a. books and pamphlets ..... (5) 4 3 2 1 na
   b. periodicals, newspapers and microforms (5) 4 3 2 1 na
   c. audiovisual materials ..... (5) 4 3 2 1 na
   d. computer software ..... (5) 4 3 2 1 na
   e. current reference materials ..... (5) 4 3 2 1 na
   f. audiovisual equipment ..... (5) 4 3 2 1 na
   g. computer hardware ..... 5 4 3 (2) 1 na
   h. maintenance of materials ..... 5 (4) 3 2 1 na
   i. maintenance of equipment ..... 5 4 3 2 1 (na)
   j. professional materials for the instructional, administrative and media faculty (5) 4 3 2 1 na
   k. supplies and equipment for producing educational materials ..... 5 4 3 2 (1) na
   l. supplies and equipment for the general operation of the media center ..... (5) 4 3 2 1 na
   m. contracted services ..... 5 4 3 2 1 (na)
   n. memberships in consortia, networks and cooperative agencies ..... 5 4 3 2 1 (na)
   o. other _____ ..... 5 4 3 2 1 na
6. _____ 5 4 3 2 1 na

Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

1. Provide a copy of the budget for the current year.
   See Schedule 456-A
2. Provide a statement of actual expenditures for the past two years.
   See Schedule 456-A
3. Describe any special grants or other significant resources.
   The District provided monies to upgrade library materials in the Excellence in Education Program. The amounts received from this project:
   1985 - $7,576
   1986 - $7,064
   1987 - $5,940
   1988 - $2,900
   The Hoover Library Media Specialist received $1200 from the Fund for Excellence (1988) and $156 from a Special Education Award (1988)

Evaluations

1. How adequate are funds for the purchase of printed materials? ..... 5 4 (3) 2 1 na
2. How adequate are funds for the purchase of audiovisual materials? ..... 5 4 3 (2) 1 na
3. How adequate are funds for the purchase of computer materials? ..... 5 4 3 (2) 1 na
4. How adequate are funds for the maintenance of materials? ..... 5 (4) 3 2 1 na
5. How adequate are funds for the purchase of equipment? ..... 5 4 3 (2) 1 na
6. How adequate are funds for the maintenance of equipment? ..... 5 (4) 3 2 1 na
7. How adequate are funds for supplies? ..... 5 (4) 3 2 1 na
8. To what extent do financial provisions contribute to flexibility in the operation of the media program? ..... 5 4 3 (2) 1 na

Comments Funds barely cover the absolute minimums of what is required for equipment. A large part of the equipment is approaching the end of its service life and needs to be replaced, but the funds aren't there.

There are new items that need to be purchased to fully take advantage of available technology. Much of these items cost more than the provided budget. With the budget cuts the question will soon be which single item can be purchased. As it is now, the need of replacement equipment and and new equipment far exceeds provided funds.

The District services most equipment. There is no charge to the school.

C. SELECTION OF MATERIALS AND EQUIPMENT

Descriptive Criteria

1. A written, board-approved materials and equipment selection policy has been developed with input from administrators, faculty, students, community members and the board ..... (5) 4 3 2 1 na
2. The following factors receive consideration in the selection of media:
   a. curriculum goals and objectives ..... (5) 4 3 2 1 na
   b. content of the curriculum ..... (5) 4 3 2 1 na
   c. characteristics of students served .... (5) 4 3 2 1 na
   d. concerns of multicultural/multiracial education ..... (5) 4 3 2 1 na
   e. learning styles of the students ..... (5) 4 3 2 1 na
   f. personal interests of the students .... (5) 4 3 2 1 na
   g. instructional methods utilized in the school ..... (5) 4 3 2 1 na
   h. review of existing resources ..... (5) 4 3 2 1 na
   i. data on utilization of resources ..... (5) 4 3 2 1 na
   j. specific requests from students and faculty ..... (5) 4 3 2 1 na
   k. basic selection tools and bibliographies (5) 4 3 2 1 na
   l. quality of materials ..... (5) 4 3 2 1 na
   m. availability of media from other sources 5 (4) 3 2 1 na
   n. other _____ ..... 5 4 3 2 1 na
3. The following factors receive consideration in the selection of equipment:
   a. technical specifications ..... 5 (4) 3 2 1 na
   b. energy consumption ..... 5 4 3 2 1 (na)
   c. compatibility ..... (5) 4 3 2 1 na
   d. durability ..... 5 (4) 3 2 1 na
   e. portability ..... (5) 4 3 2 1 na
   f. availability of repair services ..... (5) 4 3 2 1 na
   g. warranties ..... 5 4 3 2 1 (na)
   h. ease of operation ..... 5 (4) 3 2 1 na
   i. safety ..... (5) 4 3 2 1 na
   j. demonstrated need ..... (5) 4 3 2 1 na
   k. other _____ ..... 5 4 3 2 1 na
4. 5 4 3 2 1 na

Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

1. Provide a copy of the materials and equipment policies. See Schedule 455-A Selection of Instructional Materials. See Schedule 457-A Selection of Materials and Equipment.
2. Describe efforts to keep pace with changes in content areas, instructional methods and technology.

   The library staff regularly reads the following tools to keep pace with changes: School Library Journal, Wilson Library Bulletin, Des Moines Register, Wall Street Journal, Media and Methods, TV Channel guides (AE, Disc.), School Librarians Workshop, and bibliographies by ALA. The staff attends conferences of state and local professional organizations, specialized district workshops, and meets with book salesmen.

   News magazines read: Time, Newsweek, U. S. News, N.Y. Times Sunday, Barrons, Money.

Evaluations

1. How adequate is the process for the selection of materials and equipment? ..... 5 (4) 3 2 1 na
2. How effectively are students involved in the selection/evaluation of materials? ..... 5 (4) 3 2 1 na
3. How effectively are teachers involved in the selection/evaluation of materials? ..... 5 4 (3) 2 1 na
4. How effectively are administrators involved in the selection/evaluation of materials? ..... 5 4 (3) 2 1 na
5. How adequate is the materials selection policy? ..... (5) 4 3 2 1 na
6. How effective are the procedures for dealing with challenged materials? ..... (5) 4 3 2 1 na

Comments Professional magazines are routed to LMC's from the Curriculum Service Center.

The District has a board of review - a reconsideration committee for questionable materials.

Equipment purchasing is confined to items on bid through the district.

16mm films and videocassettes are ordered from Heartland AEA. Hoover spends most of its software budget on the media lease program at AEA.

D. CLASSIFYING, CATALOGING AND PROCESSING

Descriptive Criteria

1. All materials are classified, cataloged and processed centrally ..... 5 4 (3) 2 1 na
2. A catalog is maintained ..... (5) 4 3 2 1 na
3. The shelf list is maintained ..... (5) 4 3 2 1 na
4. All materials are organized for effective use (5) 4 3 2 1 na
5. An inventory of all materials is maintained 5 (4) 3 2 1 na
6. An inventory of equipment is maintained . (5) 4 3 2 1 na
7. Material and equipment are processed in a timely manner ..... 5 (4) 3 2 1 na
8. Commercial cataloging is used whenever possible ..... 5 (4) 3 2 1 na
9. 5 4 3 2 1 na

Evaluations

1. How adequately are all materials organized for effective use? ..... (5) 4 3 2 1 na
2. How adequately does the catalog represent the total collection? ..... (5) 4 3 2 1 na
3. How current are inventories? ..... 5 (4) 3 2 1 na
4. To what extent is computerized cataloging being implemented as a part of the media management system? .... 5 (4) 3 2 1 na

Comments The Curriculum Service Center catalogs and processes many books for the schools via computer and by hand.

Paperback books are not cataloged. Pockets and cards are added for the convenience of students and staff.

E. ACCESSIBILITY OF EDUCATIONAL MEDIA

Descriptive Criteria

1. All media are housed for timely access ... (5) 4 3 2 1 na
2. All media are available for circulation .... (5) 4 3 2 1 na
3. An efficient circulation system has been developed ..... (5) 4 3 2 1 na
4. The circulation policy is flexible ..... (5) 4 3 2 1 na
5. Sufficient equipment is available to encourage full use of all media ..... 5 4 (3) 2 1 na
6. An electronic-based management system is being implemented ..... 5 4 3 2 (1) na
7. 5 4 3 2 1 na

Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

1. Provide evidence of the utilization of materials and equipment. Specific statistics concerning circulation, library usage, and overdue books are kept. (See Schedule 458-E)

   Teacher conferences average 8 daily. 1988-1989
   Average class visits per week - 12. (413 annual)
   Average number walk-in patrons per week-712 (24200 annual)
   Average no. of materials circulated per week-355 (12084 annual)

2. Explain any exceptions to an open circulation policy.

   Vertical file materials and reference books circulate overnight and are renewed.

   Periodicals are checked out for the period. Photocopying is available. Efforts have been made to check periodicals out overnight but, due to the time spent finding students and periodicals, it has not been a successful policy. Lack of staff is a factor.

   Books are checked out for two weeks with no limit on the number checked out or renewals.

E. ACCESSIBILITY OF EDUCATIONAL MEDIA — Continued

Evaluations

1. How accessible are materials? ..... (5) 4 3 2 1 na
2. How accessible is equipment? ..... (5) 4 3 2 1 na
3. How effective is the circulation system? ..... (5) 4 3 2 1 na

Comments Retrieving overdue materials is a major problem. Sending notices does not ensure the return of materials.

Overdue notices are generated via computer and are placed in homerooms. At semester end, there are generally 700 overdue books not returned. With cooperation of administration, faculty, and students, most are returned.

The library is used evenings, weekends, other times by groups. It is often left open and is accessible to anyone who needs a book without checking it out. The balcony door is often unlocked and the library is reached by a stairway. Students are often sitting in the library when the library staff arrives at 7:15 or 7:30 a.m.

F. MAINTENANCE OF COLLECTION

Descriptive Criteria

1. All materials are regularly inspected and repaired according to professional standards (5) 4 3 2 1 na
2. All equipment is regularly inspected and repaired ..... 5 (4) 3 2 1 na
3. Records are maintained on the repair of equipment ..... 5 4 3 2 1 (na)
4. There is a plan for updating materials and equipment ..... 5 (4) 3 2 1 na
5. A continuing policy for the evaluation of the collection has been developed ..... 5 4 3 2 (1) na
6. Materials and equipment are systematically withdrawn from the collection when they no longer meet collection development criteria 5 4 3 (2) 1 na
7. 5 4 3 2 1 na

Evaluations

1. How adequate are provisions for the maintenance of materials? ..... 5 4 (3) 2 1 na
2. How adequately is equipment maintained? ..... 5 (4) 3 2 1 na
3. How effective is the plan for updating materials and equipment? ..... 5 4 (3) 2 1 na

Comments

Updating materials and equipment is restricted by the budget.

IV. MEDIA PROGRAM

Descriptive Criteria

The media program:

1. Is an integral component of the total educational program ..... (5) 4 3 2 1 na
2. Provides assistance in planning for effective use of media ..... (5) 4 3 2 1 na
3. Provides open access through flexibility in scheduling and extended hours ..... 5 (4) 3 2 1 na
4. Provides for the coordination of the procurement, availability and utilization of materials and equipment by individual departments (5) 4 3 2 1 na
5. Observes the law dealing with the reproduction and utilization of copyrighted materials (5) 4 3 2 1 na
6. 5 4 3 2 1 na

Services to students:

7. Include orientation sessions to the media center and its services ..... (5) 4 3 2 1 na
8. Provide for a comprehensive program of guidance in the development of skills in reading, viewing and listening ..... 5 4 3 2 1 (na)
9. Provide for the development of research and reference skills to achieve independence in learning ..... 5 (4) 3 2 1 na
10. Assist students in the use of available networks of libraries and information centers 5 (4) 3 2 1 na
*11. Provide instruction and encouragement in the use of computer-assisted instruction, as well as of data storage and retrieval systems as necessary ..... 5 4 (3) 2 1 na
12. Provide facilities for creatively reporting the results of research efforts (e.g., slide/tape presentations, video programs and illustrated reports) ..... 5 4 3 (2) 1 na
13. Provide guidance in the selection and use of the most effective media to meet individual needs and abilities ..... 5 4 (3) 2 1 na
14. Include instruction in the searching of data bases ..... 5 4 3 2 1 (na)
15. 5 4 3 2 1 na

Services to faculty:

16. Include cooperation in the development of inservice training and/or orientation programs ..... 5 4 3 2 (1) na
17. Provide indexes to and bibliographies of media to aid in selecting materials for instructional planning and use ..... (5) 4 3 2 1 na
18. Include information on new materials and equipment that have been acquired ..... (5) 4 3 2 1 na
19. Include the development of resource lists on selected subjects ..... (5) 4 3 2 1 na
20. Provide professional assistance in the production of media ..... (5) 4 3 2 1 na
21. Include ordering and scheduling the use of rented or borrowed materials ..... 5 4 (3) 2 1 na
22. Provide media for reserve, classroom and satellite collections ..... (5) 4 3 2 1 na
23. Provide assistance in the enrichment of course content and the design of instructional strategies ..... 5 (4) 3 2 1 na
24. 5 4 3 2 1 na

Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

1. Describe the methods used to integrate media services into the total educational program.

*11. Instruction on using the Com/Cat data base is excellent.

The LMC contains resources that support and enrich the general school curriculum and specific educational objectives of teachers. Teachers and librarians coordinate library activities prior to a class's arrival in the library. The librarians work with faculty, administration, and students regularly to build this relationship and further the quality of the library program as a resource for the school program.

The librarian attends Building Specialists Meetings and works with the Intercultural supervisor and other supervisors for needs of the building and district.

Supplementary Data — Continued

2. Describe the current hours and days of operation and the provisions for open access to the media center. Include the rationale that determines the present policy.

The library is in use from 7:30a.m. - 3:15p.m. In reality it is often open earlier and later. Students are free to use their lunch hour in the library. Students come to the library from study hall and classes on passes from librarians and teachers. No limitations are made because of grade point or other factors.

3. Describe the plan for developing student skills in using resources effectively.

The teaching of skills is coordinated with the English, social science and science departments. 9th graders and new students, new teachers, and student teachers are given an orientation to the library.

The librarians work with students individually and with classes as the need arises. A conscious effort is made to teach all student and faculty the use of the Com/Cat data computer skills. Equal effort is made to teach the skills needed to use the Readers Guide to Periodical Literature in 9, 10, 11 and 12th grades as the need is assessed.

Evaluations

1. How adequately do members of the media faculty assist students in effective utilization of media? ..... (5) 4 3 2 1 na
2. How adequately do members of the media faculty assist teachers and administrators in the effective use of media? (5) 4 3 2 1 na
3. How adequately do media faculty members facilitate the production of media? ..... 5 4 3 2 (1) na
4. How competent are students in the use of the materials and facilities for self-directed study? ..... 5 4 (3) 2 1 na
5. How extensively are the media services utilized by students? ..... (5) 4 3 2 1 na

Comments

V. RESOURCES

Descriptive Criteria

1. Students and faculty have access to the following resources relevant to their needs and the curriculum:
   a. professional materials ..... 5 4 (3) 2 1 na
   b. materials that include general coverage of a variety of subjects pertinent to educational programs ..... (5) 4 3 2 1 na
   c. files of back issues of periodicals and newspapers ..... (5) 4 3 2 1 na
   d. periodical indexes ..... (5) 4 3 2 1 na
   e. materials that appeal to the special interests and needs of students ..... 5 4 (3) 2 1 na
   f. special editions for students with unique needs (e.g., large print editions, taped textbooks, braille editions, sound books, high interest/low vocabulary, manipulative devices) ..... (5) 4 3 2 1 na
   g. multiethnic materials ..... 5 (4) 3 2 1 na
   h. bilingual materials ..... 5 4 3 (2) 1 na
   i. career-related materials ..... 5 4 (3) 2 1 na
   j. data bases ..... 5 4 3 2 (1) na
   k. materials that relate to contemporary social issues (e.g., non-traditional sex roles, diverse lifestyles) ..... (5) 4 3 2 1 na
3. A file of up-to-date information concerning human and physical resources is provided 5 (4) 3 2 1 na
4. The resources represent different points of view ..... (5) 4 3 2 1 na
5. 5 4 3 2 1 na

Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

1. Indicate the number of volumes in the book collection by general subject categories and indicate the total number of volumes.

Reference	1030	Fine arts	1409
General	157	Literature	2176
Philosophy	422	Geog. & Hist.	2648
Religion	306	Biography	1207
Social Science	2648	Fiction	4575
Language	325	Story Coll.	148
Science	1107		
Useful arts	1143		

TOTAL: 19301

2. Indicate the number of current subscriptions to periodicals by subject categories.

Aeronautics & Space	2	Consumer Ed.	4	History & Govt	5	Psychology	2
Arts, Crafts	3	Education	1	Home & family	8	Religion	4
Automobiles & Cycles	4	Environment & Conservation	8	Music	4	Science	11
Black Americans	4	Gen. Editorial	10	News & Opinion	10	Sports	5
Book Review	3	Health	2	Photography	1	Travel	1
Business & Economics	4			Political Sci	1	Women's	6

3. List the titles of current newspaper subscriptions.

Des Moines Register (daily)
Des Moines Sunday Register
N.Y. Times (Sunday)

The library receives gift copies of Wall Street Journal and Barrons

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Supplementary Data — Continued

4. Indicate the number of audiovisual materials by form and subject category.

See Schedules 463-A1, 463-A2, and 463-A3

5. List the titles of periodicals, newspapers and microforms for which back issues are retained; indicate the form (original copy, microform). All periodicals are retained (original copy) for five to ten years. (109 titles)
Newspapers are held one month and then used for vertical files.
The LMC does not have periodicals on microform.
Magazines that are bound:

America	Time
Nation	U. S. News
New Republic	Life
Newsweek	National Review
Scholastic Update	Science News

6. List the computer programs by subject categories.

Geography - 1

7. List the periodical collection indexes.

Reader's Guide to Periodical Literature. Unabridged 1945-to date.
National Geographic Index 1899-1988
American Heritage Cumulative Index

Evaluations

1. How adequately does the media collection support the instructional program? ..... (5) 4 3 2 1 na
2. How adequately does the media collection meet the needs and interests of the students? ..... 5 (4) 3 2 1 na
3. How adequately does the media collection meet the needs of the faculty? ..... (5) 4 3 2 1 na
4. How adequate is the audiovisual collection to meet the needs and interest of the students? ..... 5 4 3 (2) 1 na
5. How adequate are the files of back issues of periodicals and newspapers? ..... (5) 4 3 2 1 na
6. How adequate are the newspapers to meet student and faculty needs? ..... 5 (4) 3 2 1 na
7. How adequate are the periodical indexes? ..... (5) 4 3 2 1 na
8. How adequately do computer materials meet the needs of students and faculty? ..... 5 4 3 2 (1) na

Comments

VI. MEDIA PERSONNEL

FACULTY

For data on preparation of faculty, see Section 12, "Individual Faculty Member."

Descriptive Criteria

Members of the professional media faculty:

1. Have preparation in library and information science ..... (5) 4 3 2 1 na
2. Have preparation in audiovisual communications ..... (5) 4 3 2 1 na
3. Have preparation in instructional media production ..... (5) 4 3 2 1 na
4. Have preparation in computer applications related to media services ..... 5 4 (3) 2 1 na
5. Are able to utilize the computer to access information data banks ..... 5 4 3 2 1 (na)
6. Have understanding of the use of the computer in carrying out library routines .... (5) 4 3 2 1 na
7. Have a background in materials for adolescents ..... (5) 4 3 2 1 na
8. Have an understanding of curriculum design (5) 4 3 2 1 na
9. Keep abreast of recent trends in library and information sciences as well as audiovisual and computer services ..... (5) 4 3 2 1 na
10. Are active in professional organizations .. 5 (4) 3 2 1 na
11. Maintain active participation in inservice education through formal study and other professional activities ..... (5) 4 3 2 1 na
12. Are concerned with the availability and utilization of media throughout the entire school ..... 5 (4) 3 2 1 na
13. Are proficient in the teaching of library skills (5) 4 3 2 1 na
14. Work effectively with other departments to facilitate student learning ..... (5) 4 3 2 1 na
15. Participate in decisions related to the curriculum ..... 5 4 3 2 (1) na
16. _____ 5 4 3 2 1 na

Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

1. Indicate the number of media faculty in each of the following categories (do not count the same individual more than once in any one category).
   a. Educational level:
      - Less than Bachelor's degree: _____
      - Bachelor's degree: _____
      - Master's degree: 1
      - Post Master's degree/Certificate: plus 36 hrs.
      - Doctor's degree: _____

   b. Semester hours (approximate) of preparation in learning media services:
      - 0-11: _____
      - 12-23: _____
      - 24-48: _____
      - more than 48: 1

   c. Certification status in learning media services:
      - Certificated: 1
      - Non-certificated: _____

   d. Years of experience in learning media services:
      - 0-2: _____
      - 3-5: _____
      - 6-15: _____
      - more than 15: 1

2. Indicate the number of media faculty involved in the following faculty development activities during the past three years.
   - School sponsored inservice programs: 1
   - Summer workshops: 1
   - College courses: _____
   - Institutes: _____
   - Other: _____
     a. Phase III: 1
     b. AEA Workshops: 1
     c. State Media Conference: 1
     d. Bldg. Advisory Council: 1
     e. Bldg. Specialists Meetings: 1

3. Indicate the media related organizations in which media faculty members hold memberships, and the number of media faculty belonging to each organization.

	Name of Organization	Number of Faculty
Local	Library Advisory Committee	1
	Des Moines Education Assn	1
State	Iowa Educational Media Association	1
National	National Education Assn	1

Supplementary Data — Continued

4. Indicate the number of media faculty and staff members:
   a. Full-time media faculty 1
   b. Full-time equivalence of all faculty ..... ___
   c. Full-time equivalence of paraprofessional assistants audiovisual associate 1
   d. Full-time equivalence of clerical staff ... 1
   e. Number of student assistants 3
   f. Number of volunteers (3-4 hrs/wk) 1

Evaluations

1. How adequate is the faculty's preparation? ..... (5) 4 3 2 1 na
2. How effectively do faculty members keep abreast of trends? ..... (5) 4 3 2 1 na
3. How adequate is the number of paraprofessionals? ..... 5 4 3 2 (1) na
4. How appropriate is the preparation of the paraprofessional media faculty? ..... 5 4 3 2 1 (na)
5. How adequate is the number of clerical staff? ..... 5 4 3 2 (1) na

Comments

VII. FACILITIES AND EQUIPMENT

A. ENVIRONMENT

Descriptive Criteria

1. The media center is conveniently located to provide easy access ..... (5) 4 3 2 1 na
2. The size and arrangement of the center is adequate to support a multifaceted program 5 4 3 (2) 1 na
3. The media center includes space allocations for:
   a. circulation and distribution ..... 5 (4) 3 2 1 na
   b. conferences ..... 5 4 3 2 (1) na
   c. group viewing and listening ..... 5 4 3 2 (1) na
   d. individual reading, viewing and listening 5 4 (3) 2 1 na
   e. materials processing ..... 5 4 (3) 2 1 na
   f. materials production ..... 5 4 3 2 (1) na
   g. professional materials and their utilization ..... 5 4 (3) 2 1 na
   h. instruction ..... 5 4 (3) 2 1 na
   i. computers ..... 5 4 3 2 (1) na
   j. staff work areas ..... 5 4 (3) 2 1 na
   k. materials and equipment maintenance 5 4 3 2 (1) na
   l. storage areas ..... 5 4 3 (2) 1 na
   m. other _____ ..... 5 4 3 2 1 na
4. The media center is equipped with adequate:
   a. electrical outlets and conduits ..... 5 4 (3) 2 1 na
   b. temperature and humidity controls ... 5 4 (3) 2 1 na
   c. acoustical treatment ..... 5 4 (3) 2 1 na
   d. telecommunications devices ..... 5 4 3 2 (1) na
   e. sinks and running water ..... 5 4 (3) 2 1 na
   f. provision for access by handicapped .. 5 4 (3) 2 1 na
   g. security devices ..... 5 4 3 2 (1) na
   h. lighting and light control ..... 5 (4) 3 2 1 na
   i. other Lighting Periodical room 5 4 3 (2) 1 na
5. The media center is inviting and aesthetically pleasing ..... 5 (4) 3 2 1 na
6. 5 4 3 2 1 na

A. ENVIRONMENT — Continued

Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

1. In what ways is the space flexible enough to permit adaptation for new programs?

Space in the LMC is inflexible. The total library space is extremely confining and there is no room for expansion. Original plans for expansion of the library were for expanding south, using the rooms now being used for business education.

Students are often disruptive on the balcony, some of which come in from the hall and some who are in the two classrooms on the balcony. Students still use the balcony as a shortcut to the attendance center, using the stairway to the library.

2. Describe any satellite facilities.

None.

Evaluations

1.	How satisfactory is the location of the center?	5 (4) 3 2 1 na
2.	How flexible are the facilities for a variety of uses?	5 4 (3) 2 1 na
3.	How adequate are the facilities for the use of computers?	5 4 3 2 (1) na
4.	How adequate are the provisions for staff work areas?	5 4 (3) 2 1 na
5.	How adequate are the facilities for production of resources?	5 4 3 2 (1) na
6.	How adequate is the storage space for materials?	5 4 3 (2) 1 na
7.	How adequate is the storage space for equipment?	5 4 3 (2) 1 na
8.	How adequate are provisions for expansion or alternation of space when needed?	5 4 3 2 (1) na

Comments

The LMC is used a great deal for activities, e.g. debate tournaments drama contests, music contests, homecoming teas, staff development classes, adult education classes, and various faculty activities.

B. FURNISHINGS

Descriptive Criteria

1. The media center is provided with the following:
   a. adjustable shelving ..... 5 4 3 2 1 na
   b. movable shelving ..... 5 4 3 2 1 na
   c. tables and chairs of suitable design ... 5 4 3 2 1 na
   d. card catalog ..... 5 4 3 2 1 na
   e. file cabinets ..... 5 4 3 2 1 na
   f. display cases ..... 5 4 3 2 1 na
   g. circulation desk ..... 5 4 3 2 1 na
   h. book trucks ..... 5 4 3 2 1 na
   i. equipment and projection carts ..... 5 4 3 2 1 na
   j. periodical shelving ..... 5 4 3 2 1 na
   k. other _____ ..... 5 4 3 2 1 na
2. 5 4 3 2 1 na

Evaluation

How adequate are the furnishings in the media center? ..... 5 4 3 2 1 na

Comments

The two bulletin boards need to be replaced with more sturdy materials. The present boards have been pushed in. These are located on the west wall of the LMC.

C. EQUIPMENT

Descriptive Criteria

Indicate the number of each of the following that is available for the exclusive use of this school and rate the adequacy of each:

1. Projection Equipment
   - 20 motion picture projectors - 16 mm . 5 4 3 2 1 na
   - 8 filmstrip projectors ..... 5 4 3 2 1 na
   - 7 filmstrip viewers ..... 5 4 3 2 1 na
   - 6 slide projectors ..... 5 4 3 2 1 na
   - 1 sound slide projectors ..... 5 4 3 2 1 na
   - 1 slide viewers ..(sorter)..... 5 4 3 2 1 na
   - 4 opaque projectors ..... 5 4 3 2 1 na
   - 38 overhead projectors none cool 5 4 3 2 1 na
   - * 4 projection screens ..... 5 4 3 2 1 na
   - 59 projection carts various size 5 4 3 2 1 na
   - 1 other 8mm motion picture 5 4 3 2 1 na
   - 10 other sound fs proj. .... 5 4 3 2 1 na

   The availability and use of projection equipment are adequate ..... 5 4 3 2 1 na
2. Audio Equipment
   - 8 radios AM-FM ..... 5 4 3 2 1 na
   - 11 record players ..... 5 4 3 2 1 na
   - 1 portable public address systems ... 5 4 3 2 1 na
   - 8 tape recorders ..... 5 4 3 2 1 na
   - ____ tape duplicators ..... 5 4 3 2 1 na
   - 18 other cassette recorders 5 4 3 2 1 na
   - 2 other cassette players.. 5 4 3 2 1 na

   The availability and use of audio equipment are adequate ..... 5 4 3 2 1 na
3. Production Equipment
   - ____ copying machines ..... 5 4 3 2 1 na
   - ____ lettering equipment ..... 5 4 3 2 1 na
   - 2 drymount press ..... 5 4 3 2 1 na
   - 1 primary typewriter ..... 5 4 3 2 1 na
   - ____ 35 mm camera and accessories .... 5 4 3 2 1 na
   - ____ copy camera and stand ..... 5 4 3 2 1 na
   - ____ camera (identify) _____ .... 5 4 3 2 1 na
   - 1 paper cutter ..... 5 4 3 2 1 na
   - ____ sound synchronizers ..... 5 4 3 2 1 na
   - ____ transparency equipment ..... 5 4 3 2 1 na
   - ____ laminating equipment ..... 5 4 3 2 1 na
   - 1 audio mixer ..... 5 4 3 2 1 na
   - ____ other _____ .... 5 4 3 2 1 na
   - ____ other _____ .... 5 4 3 2 1 na

   The availability and use of production equipment are adequate ..... 5 4 3 2 1 na
4. Television Equipment
   - 2 cameras .1..color..1..bw..... 5 4 3 2 1 na
   - 8 video recorders ..1..is..3/4".. 5 4 3 2 1 na
   - ____ video play back ..... 5 4 3 2 1 na
   - ____ video editing equipment ..... 5 4 3 2 1 na
   - ____ video disc equipment ..... 5 4 3 2 1 na
   - 11 monitors .color..... 5 4 3 2 1 na
   - ____ microphones and stands ..... 5 4 3 2 1 na
   - 1 cable TV ..... 5 4 3 2 1 na
   - 1 closed circuit TV limited ..... 5 4 3 2 1 na
   - 2 other tripods .... 5 4 3 2 1 na
   - 1 other 1/2" bw VTR .... 5 4 3 2 1 na

   The availability and use of television equipment are adequate ..... 5 4 3 2 1 na
5. Microform Projection Equipment
   - 4 microform readers ..... 5 4 3 2 1 na
   - ____ microform printers ..... 5 4 3 2 1 na
   - ____ other _____ .... 5 4 3 2 1 na
   - ____ other _____ .... 5 4 3 2 1 na

   The availability and use of microform equipment are adequate ..... 5 4 3 2 1 na
6. Maintenance Equipment
   - ____ film splicers ..... 5 4 3 2 1 na
   - ____ film rewinder ..... 5 4 3 2 1 na
   - ____ film inspector ..... 5 4 3 2 1 na
   - 1 tape splicer ..... 5 4 3 2 1 na
   - ____ other _____ .... 5 4 3 2 1 na
   - ____ other _____ .... 5 4 3 2 1 na

   The availability and use of maintenance equipment are adequate ..... 5 4 3 2 1 na
7. Computer Equipment
   - ____ keyboards ..... 5 4 3 2 1 na
   - ____ joy sticks ..... 5 4 3 2 1 na
   - ____ other input devices (identify) Apple IIe .... 5 4 3 2 1 na
   - 1 central processing units ..... 5 4 3 2 1 na
   - 1 monitors ..... 5 4 3 2 1 na
   - 1 printers ..... 5 4 3 2 1 na
   - ____ plotters ..... 5 4 3 2 1 na
   - ____ other output devices (identify) _____ .... 5 4 3 2 1 na
   - ____ local area networks ..... 5 4 3 2 1 na
   - ____ modems ..... 5 4 3 2 1 na
   - 1 other Calculator .... 5 4 3 2 1 na
   - ** 1 other com/cat data base 5 4 3 2 1 na

   The availability and use of computer equipment are adequate ..... 5 4 3 2 1 na

*Most classrooms are equipped with wall screens.

** Dedicated card catalog

Equipment is serviced and maintained by the school district.

Miscellaneous equipment:
- 2 Blackboards
- 9 Slide trays
- 1 Controlled reader
- 49 extension cords
- 20 headphones (mono)
- 2 listening stations
- 1 compact stereo (record, dual cassette, AM/FM)
- 39 16mm reels (various sizes)

Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

1. List specialized equipment provided for students with special needs.

1 controlled reader

2. Describe installations not appearing in the descriptive criteria.

*3. List additional equipment and services available from other agencies.

We have access to a MacIntosh computer and laser printer in the journalism room after school.

We have access to an additional VCR and computers in the math area.

The Curriculum Service Center services and repairs equipment for the school district. CSC also has additional equipment that is loaned to the schools, provides replacement bulbs for equipment, and other support services. Strings and Things is also a district source housed at Central Campus where materials can be produced, laminated, and provided to teachers at no or low cost.

Evaluations

1. How adequate is the audiovisual equipment? ..... 5 4 (3) 2 1 na
2. How adequate is the production equipment? ..... 5 4 3 (2) 1 na
3. How adequate is the television equipment? ..... 5 4 (3) 2 1 na
4. How adequate is the maintenance equipment? ..... 5 4 3 (2) 1 na
5. How adequate is the computer equipment? ..... 5 4 3 (2) 1 na
6. How adequate is the equipment to meet the needs of special students? ..... 5 4 3 (2) 1 na

Comments

The audiovisual center of the LMC is underequipped to serve the needs of the teachers to the degree needed.

*Heartland AEA provides 16mm films delivery service for short-term loan, laminating, computer disk duplication, video duplication, printing, professional library materials on loan, data base searches, etc.

VIII. LEARNING CLIMATE

Descriptive Criteria

1. The program reflects a clear sense of purpose ..... (5) 4 3 2 1 na
2. The learning climate is orderly and purposeful ..... (5) 4 3 2 1 na
3. There is evidence that faculty members are recognized for their expertise ..... (5) 4 3 2 1 na
4. There is evidence of positive interaction and support among the media faculty ..... (5) 4 3 2 1 na
5. Positive rapport is observed between students and the media faculty ..... (5) 4 3 2 1 na
6. The behavior of those listed below reflect an understanding, appreciation and support for the contributions of this area to the total school program ..... 5 (4) 3 2 1 na
   a. school administrators ..... 5 (4) 3 2 1 na
   b. district administrators ..... 5 (4) 3 2 1 na
   c. teachers ..... (5) 4 3 2 1 na
   d. parents and other patrons ..... 5 (4) 3 2 1 na
   e. students ..... (5) 4 3 2 1 na
   f. board of control ..... 5 4 (3) 2 1 na
7. The learning climate is conducive to student achievement of the major expectations ... (5) 4 3 2 1 na
8. There is evidence of sufficiently high expectations for students' achievement ..... (5) 4 3 2 1 na
9. There is evidence that the media center atmosphere is conducive to learning ..... (5) 4 3 2 1 na
10. There is feedback to students ..... 5 (4) 3 2 1 na
11. There is evidence that the media faculty is committed to freedom of access and expression in a pluralistic society ..... (5) 4 3 2 1 na
12. 5 4 3 2 1 na

Supplementary Data

Attach summary sheets of any school climate survey and student, teacher or parent/community satisfaction surveys administered by the department. SEE SCHEDULE 470-A1+ the evaluation survey by faculty & specialists
SEE SCHEDULE 470-B1+ the evaluation survey by students.

Evaluations

1. To what extent does the media faculty make an effort to improve program effectiveness? ..... 5 (4) 3 2 1 na
2. To what extent do students demonstrate a positive attitude toward the program? ..... 5 (4) 3 2 1 na
3. To what extent do knowledge, attitudes and skills of students reflect the expectations of the program area? ... 5 (4) 3 2 1 na
4. To what extent are the expectations of the program area manifested in the behaviors of students beyond the classroom? ..... 5 4 (3) 2 1 na
5. To what extent does the learning climate contribute to the achievement of the major expectations of the program? (5) 4 3 2 1 na

Comments

IX. EVALUATION

Process Evaluation

1. Summarize evidence that the learning media services program has been carried out as designed.

A referral to the statistics of LMC use (Schedule 458-E) and the evaluations (Schedules 470-A and 470-B) indicate that services are being provided to students and teachers through print and non-print media and that those services are needed and appreciated.

Process Evaluation — Continued

2. Summarize evidence that the methods of evaluation of the program are valid and reliable in terms of data to be gathered.

The students, teachers, and staff that use the library are in a good position to judge its effectiveness. The surveys address our library program. (Schedules 470-A and 470-B)

Product/Outcomes Evaluation

1. Summarize evidence that students are achieving the major expectations of the program.

Research by the student body for hundreds of research papers; various kinds of speeches, e.g. informative, issue based; their interest and acceptance of the computerized data base; the various styles and techniques used by teachers in classrooms requiring LMC use are evidence that students actively seek differing points of view, make use of learning media resources and services, express themselves in a variety of media formats and bring critical judgment to their findings, and that they have expressed positive attitudes toward the LMC via a survey, is evidence that major expectations of the program are being achieved.

2. Summarize evidence that the program contributes to the achievement of those goals identified in Section 3, "Philosophy and Goals."

The Hoover H.S. Learning Media Center exists to provide students and staff with resources for learning, thinking, problem solving, reflection, research, enjoyment, and to contribute to and enhance the objectives of the Des Moines Public Schools and Hoover H.S.

Continued Schedule 471-A

X. JUDGMENTS AND RECOMMENDATIONS

Strengths

Describe those aspects of the program that are most satisfactory.

The Hoover LMC is the only high school in the District with an integrated media program of audiovisual service and traditional library service.

Support of the faculty, staff, and school administrators is excellent.

The addition of the Com/Cat data base has opened a channel through which interlibrary loans are possible within the 12 school data base.

The services of both the Heartland AEA and the District Curriculum Service Center are assets.

The LMC staff is willing to help,considerate, and adaptable to various needs, methods, and situations which occur in the building and district.

The quantity and quality of materials necessary for research on current topics, as well as historical research. References from the Heartland AEA are also available with access to data bases.

LMC staff alerts faculty and staff to upcoming TV programs with the help of Cable subscription guides.

X. JUDGMENTS AND RECOMMENDATIONS — Continued

Limitations

Describe those aspects of the program that are in most need of improvement.

a. Need additional professional, semi-professional, and clerical staff.
b. Larger budget to continue to build our collection and to replace lost or worn out materials and equipment, update print and nonprint collections.
c. Lighting in the periodical storage room. More space for periodical storage.
d. Lack of available student assistants. Much of the student scheduling of classes is for a six period day, and the number available from study hall has lessened over the years.
e. Facilities for expansion in the total media program.
f. Weeding and updating the vertical file and book collection.

Recommendations

Describe, in priority order, specific means for correcting the limitations.

Improvement in facilities, staffing, and materials will be hampered by budget limitations. Practically, improvements will need to be made within the confines of all ready established practices. The staff will need to make plans to do more with less.

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Preface

Professional standards have always been a dynamic, positive force for change. Such documents have provided the philosophical framework from which school library media programs have evolved. Standards have often shifted the direction of the profession.

The first standards for secondary school libraries were prepared by the Committee on Library Organization and Equipment of the National Educational Association (NEA) and published by the American Library Association (ALA) in 1920. This document established standards for senior high schools of varying sizes and junior high schools. The report was followed by *Elementary School Library Standards,* prepared by a joint committee of the NEA and ALA, and published by ALA in 1925. ALA published the first set of national K–12 school library standards, *School Libraries for Today and Tomorrow,* in 1945. These postwar standards formed the historical precedent for today's school library media programs. These early standards differentiated between the role of the school librarian and the public librarian. They also defined the service functions that the building-level library and the public library provided to schools.

In 1960, American Association of School Librarians (AASL) prepared *Standards for School Library Programs* that were published by ALA. These standards addressed changes that had occurred in the school library media program between 1945 and 1960. In this document, the role of the school librarian changed significantly, with a major emphasis placed on serving students and teachers. Services offered directly to students were given priority and centered on enriching their personal and instructional

activities. The scope of the school library program was expanded to include audiovisual materials; standards were identified for audiovisual materials and services. *Standards for School Library Programs* emphasized that good school library programs made audiovisual materials easily accessible. The document urged school librarians to work closely with teachers in the selection and use of all types of media materials. The 1960 standards also emphasized the role of the school librarian as a teacher. In this role, the school librarian was jointly responsible with the classroom teacher for teaching library skills as an integrated part of the classroom instruction.

In the mid 1960s, financial support for upgrading and expanding public education and school programs increased significantly. School library programs benefited greatly from the infusion of new resources. Also during this time, great numbers of professional personnel entered the field. As a result of this growth, AASL and the Department of Audiovisual Instruction of the National Educational Association (DAVI, now AECT), in cooperation with several other national associations, prepared *Standards for School Media Programs,* published in 1969. The name of these standards and the joint authorship emphasized the changing role of the school library program. All media, print and nonprint, were recognized as equally important. New terms such as *media, media specialist, media center,* and *media program* were used to show the broad focus and scope of the unified program. Staffing patterns focused on specialization of professional and paraprofessional positions in order to meet the needs of the unified media program. The document further reinforced the scope of the media program by emphasizing unified certification requirements encompassing both the school library and audiovisual areas.

The 1969 standards also emphasized the changing role of the school media specialist in working with teacher and students. School media specialists were expected to work with classroom teachers in the analysis of instructional needs, the design of learning activities using existing and new technologies, and the production of needed materials to support the classroom curriculum. The 1969 standards also stressed the role of the media specialist in helping students develop competence in listening, viewing, and reading skills.

In 1975, AASL and AECT collaborated on *Media Programs:*

District and School as a result of the continuing development of the role of the library media specialist. These standards reflected the influence of a systems approach to media services. Programs designed to respond to both district and school objectives were described. The 1975 publication advocated the importance of the planning process to determine the needs of individual media programs. By providing sets of "guiding principles" to aid in local program decisions, *Media Programs: District and School* served as guidelines as well as standards. Unlike previous standards, this document addressed the importance of the media program at the district level in support of the building-level media program. *Media Programs* stressed the library media specialist's involvement with classroom teachers in the instructional design process. Through these standards, the role of the media program changed from a support service to an integral part of the total instructional program of the school.

As a result of significant changes within education during the past decade and of the effect of expanded access to new sources of information, AASL and AECT developed INFORMATION POWER: GUIDELINES FOR SCHOOL LIBRARY MEDIA PROGRAMS. This document extends the concept begun in *Media Programs: District and School* of aiding local professionals in decision-making; it provides the vision and guidance necessary for the school library media program to significantly expand the access to and use of information and ideas by students, teachers, and parents.

Appendix I

OCT. 1 5 1990

HERBERT HOOVER HIGH SCHOOL
4800 AURORA AVENUE
DES MOINES, IOWA 50310

GERALD DOCKUM, PRINCIPAL
DENNIS RAMSEY, VICE PRINCIPAL
MARY ANNE McMANUS, VICE PRINCIPAL
RICHARD DOUGHAN, PUPIL SERVICE COORDINATOR
VICKY J. GARRETT, REGISTRAR

October 10, 1990

TO: Mr. Ed Richardson, Director, Curriculum Service Center

FROM: Gerald E. Dockum, Principal, Hoover High School G. E. Dockum

SUBJECT: Audio Visual Equipment

We received word today that we will be receiving some replacement 16mm projectors and a color TV. I can assure you this equipment will be put to use immediately.

One of the items of concern repeatedly expressed by teachers in our recent NCA self study was the need for replacement of present equipment and additional purchases of such items as cameras, VCR's and LCD's. Is there any plan being formulated to designate funds from the new instructional levy for the replacement and purchase of such equipment? I would assume Hoover would not be unique in the need for developing a long range plan to keep our equipment current and operable.

If I can be of assistance in providing information to substantiate the need for expenditures in the audio visual area, please feel free to contact me. In the meantime, we are appreciative of the items we will be receiving in the near future.

cc: Barbara Prior
Hilda Clark

fj

"An Equal Opportunity Employer"

Appendix J

COLLAGE SURVEY, 1990

Name (if volunteered)_____ Date _____

School _____ Position _____

Frequency of use:

_____ First Time
_____ Once or twice a Year
_____ Once a Month
_____ Once a Week
_____ More Often

Using Today _____
Have Used _____

EQUIPMENT

_____ Laminator
_____ Ellison
_____ Copy machine
_____ Binder
_____ Button Maker
_____ Overhead Tracing
_____ Stylewriter
_____ Leteron
_____ Thermofax (transparencies)
_____ Other - List

_____ _____
_____ _____
_____ _____
_____ _____

MATERIALS

_____ Poster Board
_____ Picture Files
_____ Pocket Charts
_____ Easels
_____ Flannel Boards
_____ Printed Materials
_____ Bulletin Board Paper
_____ Rubber Stamps
_____ Other - List

_____ _____
_____ _____
_____ _____
_____ _____

Services wanted, other than more parking:

_____
_____
_____

Other suggestions: _____
_____
_____

Appendix K

COLLAGE

MEDIA SERVICES

NAME _____ DATE _____ TIME _____

SCHOOL _____ GRADE _____

NUMBER OF TEACHERS SERVED _____

A. LAMINATOR _____

B. ELLISON CUTTER _____

C. SPIRAL BINDER _____

D. OVERHEAD PROJECTOR _____

E. LETERON MACHINE _____

F. BADGE MAKER _____

G. RUBBER STAMPS _____

H. VACUUM FORMER _____

COMMENTS: _____

_____

_____